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ABSTRACT

This curriculum guide, developed for use in secondary vocational home economics education in Texas, is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in each guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Key points for discussion and review and critical questions are highlighted. The five units of the guide cover the following topics: the decision to be a parent; child development; family relationships and child development; special parenting needs; and career options and adjustments. (KC)

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ED306377

PARENTING AND CHILD DEVELOPMENT

VOCATIONAL HOME ECONOMICS EDUCATION

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

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PARENTING AND CHILD DEVELOPMENT

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COMPLIANCE STATEMENT

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(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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PARENTING AND CHILD DEVELOPMENT

Parenting and Child Development is one of the various curriculum guides developed for use in Vocational Home Economics Education in Texas. Additional guides are available for secondary education in the areas of Comprehensive and Technical Home Economics, Home Economics Cooperative Education, Home Economics Pre-employment Education (including courses designed for the academically disadvantaged and handicapped students). Other guides are available for adult education and post-secondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) thru (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for Vocational Home Economics. The conceptual outline as shown in the left hand column (a corresponding learning and evaluation experiences in the right hand column) relate to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of [C]. The application of basic/academic skills has been given a designation of [B]. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgement, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in Vocational Home Economics Education. The subject area guides are intended to guide the content, not dictate the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help students reach the objectives.

An excellent resource for information on teaching all students is the book, *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

TAC 75.83
PARENTING AND CHILD DEVELOPMENT

(d) Parenting and child development (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts and skills related to the decision to parent. The student shall be provided opportunities to:

(A) summarize the responsibilities of human sexuality;
(B) project how one's present behavior impacts future goals;
(C) discuss the roles and responsibilities of parents at different stages of the family life cycle;
(D) identify considerations involved in family planning;
(E) analyze the impact of marital relationships on the children;
(F) discuss the effects of heredity and environment on the family; and
(G) relate the effects of life styles and cultures on parenting behavior.

(2) Concepts and skills related to child development. The student shall be provided opportunities to:

(A) summarize ways to promote optimum physical development of children;
(B) describe the emotional and social development of children and techniques for fostering such development;
(C) propose methods for developing intellectual abilities of children;
(D) identify characteristics of children at different ages;
(E) analyze the effects of play on the development of children;
(F) explain methods of guidance and discipline; and
(G) determine techniques to promote character development.

(3) Concepts and skills related to family relationships and child development. The student shall be provided opportunities to:

(A) describe methods of sharing parenting responsibilities;
(B) discuss the implications of parental employment on the family;
(C) point out the impacts of single parenting;
(D) discuss the implications of step parenting and adoptive parenting;
(E) discuss the implications of foster parenting;
(F) discuss ways to foster wholesome sibling relationships;
(G) discuss the roles and relationships of individuals in an extended family;
(H) analyze alternatives for child care; and
(I) outline local, state, and national resources focusing on children.

(4) Concepts and skills related to special parenting needs. The student shall be provided opportunities to:

(A) identify parenting behavior indicative of child abuse tendencies;
(B) point out parenting behaviors abusive to children; and
(C) explain ways to meet needs of children in crisis.

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT I

COMPETENCY: (d.1) *Utilize concepts and skills related to the decision to parent.*

SUB-COMPETENCIES:

(A) *Summarize the responsibilities of human sexuality.*

(B) *Project how one's present behavior impacts future goals.*

(C) *Discuss the roles and responsibilities of parents at different stages of the family life cycle.*

(D) *Identify considerations involved in family planning.*

(E) *Analyze the impact of marital relationships on the children.*

(F) *Discuss the effects of heredity and environment on the family.*

(G) *Relate the effects of lifestyles and cultures on parenting behavior.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Decision to parent A. Responsibilities of human sexuality 1. Sexual behavior	Write the expression "Sex = Responsibility" on the chalkboard. Ask students to explain the meaning of the equation. Outline ways sexual behavior involves responsibility for physical and emotional well-being of oneself and others, including partner and future children. KEY QUESTIONS: Why is maturity an essential element in responsible sexual behavior? How are sexual responsibility and the commitment of marriage related? Are the decisions and outcomes of sexual behavior different for males and females? Why or why not? If so, how? Lead students in brainstorming to determine possible ramifications of early sex, such as pregnancy, disease, family's view, and society's view. KEY QUESTIONS: How do such consequences affect you and your choices? How could your lifestyle, short-term goals, and long-term goals be affected by early intimate sexual behavior? Assign students to bring examples, such as magazine ads, movie promotions, and personal experiences, to class showing ways peers and society use advertising and the media to encourage early intimate sexual behavior. Have students discuss ways to counter peer and cultural pressures for early sex. Draw two columns on the chalkboard. Title one column "True" and the other column "Not True." Ask students to identify things

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	they have heard or read about sexually transmitted diseases (STDs) and identify whether the information is true or not true. After discussion and consensus by the class, have students write a brief summary of the information in the appropriate column. Instruct students to bring articles about STDs to class and present reports on the articles' contents. KEY QUESTIONS: What are reliable sources of information about AIDS? What are some of the unknown or controversial aspects of AIDS? How does the knowledge of STDs affect decisions about sexual behavior and responsibility? What are the possible consequences of becoming pregnant after being exposed to STDs?[B]
	Have students view a film or read references concerning teen pregnancy and parenthood. Lead a class discussion regarding students' concerns about early parenting. Compile a list of implications of early parenting for the parents and for the child.[B]
	Present statistics related to teen pregnancies in the United States. Lead a class discussion on possible reasons why teen pregnancies are more prevalent now than in the past. CRITICAL QUESTION: What might the result of the increase in teen pregnancies be for society, the teenage parents, and their children?
	Have students read information or view a film on unplanned pregnancy. Lead a class discussion on unplanned pregnancy. Have each student compose a written summary of the discussion. KEY QUESTIONS: What is meant by "parenthood should be by choice rather than by chance"? How does one make a conscious decision about having a child? How does this conscious decision change a person's life?[B]
	Have students work in simulated family groups to compile a list of local community services that deal with teenage problems. Assign each group a particular problem or set of problems their family is concerned with. Have students list the names of organizations who deal with the assigned problem, types of services they provide, a phone number, an address, and hours the services are available. As an FHA/HERO project, compiled information may be made available to students in the class or school.[C]
2. Parental responsibilities	Lead a class discussion regarding reasons some parents avoid discussing matters of human sexuality or biological sex education with children. Have students identify sources of reliable information that parents could share with children regarding matters of human sexuality. KEY QUESTIONS: What types of reliable information are available that parents could use in

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	discussing human sexuality with their children? Why is it important for children to perceive correct information on human sexuality? Invite a panel of parents to class to discuss the role of the parent in discussing matters of human sexuality. Prior to the panel's visit, have the students plan questions to ask. Questions the panel could address include the following: Why is it important for parents to discuss human sexuality with their children? What age should children be before human sexuality is discussed? How do parents know the depth to which the discussion should be led?
B. Effect of present behavior on future goals 1. Concepts about parenting	Have students follow the steps in the following "Paper Bag Technique": 1) Have students create a picture of their perception of parenthood on the front of a paper bag that contains a variety of creative art materials. 2) Mood music and thoughtful poems or quotes may be used by the teacher to help students begin to identify and think about their feelings, values, and beliefs on the topic. 3) On the back of the bag, students should write ten statements that reflect negative and positive beliefs about parenthood. 4) On one interior side of the bag, students should list five areas of concern about parenthood. 5) On the other interior side the bag, students should narrow the concerns to three items and list them. Ask students to use creativity and imagination to complete an individual project illustrating their concept of parenthood. Have students share their completed projects with the class. Project examples include the following: 1) A poster illustrating parenting behaviors and concepts through the use of pictures and quotes 2) A slide presentation showing parenting behaviors—the joys and rewards of parenting 3) A tape of music depicting parenting emotions 4) A short story involving parents 5) A scrapbook containing current articles about parents or parenting 6) A play about parents and children 7) A poster, painting, or drawing illustrating parenting Guide students in deciding what they want to say about the role of parenting and how they want to say it. Lead the class in developing an interview guide for use in surveying community members concerning their concept of parenting. Include questions that will obtain the following information: their definitions of parenting, major responsibilities

of parenting, chief pleasures of parenting, greatest challenges of parenting, and how much consistency or change there has been in these opinions through the years. Assign each student to interview at least two adults. Each adult should represent one of the following categories: no children, young children, teenage children, or adult children. Lead a class discussion on students' findings. Point out any response patterns that surfaced based on the categories of persons interviewed. KEY QUESTIONS: What similarities in concepts about parenting were found? unique concepts? CRITICAL QUESTION: What impact is one's concept of parenting likely to have on his or her parenting behavior and effectiveness?

Provide the class a magazine article about parenting. Have students read and summarize the article. Lead a class discussion regarding whether they agree or disagree with the author's concept of parenting.[B]

Instruct students to read a book on an aspect of parenting and present a written or oral book report to the class. Have students compile an annotated bibliography of parenting books based on the class reports. Provide the bibliography to parents at a meeting of the parent/teacher organization. NOTE: This may be used as an FHA/HERO project.[B] [C]

2. Decisions about parenting

Prepare a sample classified ad for a position involving responsibilities, benefits, and skills common to parents. Do not indicate that the position is that of parent. Lead a class discussion on student reactions to the ad. After answering the following questions, reveal that the ad is related to the position of parent. Determine the students' general reaction about the ad's accuracy. KEY QUESTIONS: Would the position require extensive ability and training? Would people with these qualifications be widely available? Would the position be rewarding? important?

Using each letter in the word *parenting*, ask students to name a word that describes a skill or a quality parenting requires. Lead a class discussion on each word. Use Teaching Aid 1, Parenting Skills, as a work sheet or transparency to record students' ideas. NOTE: As a variation of this activity, have students list words describing positive aspects of parenting in one column and words describing negative aspects in another column.

Instruct the class to list major decisions a person makes in a lifetime and rank them in order of importance. Lead a class discussion on how the decision to parent compares with other

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

major decisions. KEY QUESTIONS: What are some short-term and long-term outcomes of the decision to parent? What are some decisions related to parenting a person may need to make ? What information or resources would a person need in order to make decisions about parenting?

Prepare situation cards describing different individual or family situations, such as ages of adults, occupations, and number and ages of children. Divide the class into groups and assign one situation to each group. Have each group select a leader and recorder. Guide the groups in writing case studies depicting parenting-related decisions likely for individuals or families in the assigned situations. Have group leaders share the results with the class. KEY QUESTIONS: How realistic were the decisions included? What other decisions would be likely?[B] [C]

Arrange for an attorney to speak on the legal implications of different decisions mothers and fathers make related to parenthood. Examples include legal rights of each parent when they are unmarried, separated, or divorced; financial responsibility for the father when the parents are unmarried or divorced; and custody rights of the parents if they are unable or unwilling to provide for children's needs.

3. Self understanding and acceptance

Review Havighurst's developmental tasks of adolescence and young adulthood. KEY QUESTION: How would each developmental task of adolescence and/or young adulthood relate to readiness for parenting? CRITICAL QUESTIONS: How might becoming a parent too early interfere with accomplishing developmental tasks? How might becoming a parent before these developmental tasks are accomplished affect the child? the parents?

Present the following assignment to the class: Imagine that you exclusively own and write for a newspaper in which all of the news is about you. Write an article about yourself for one of the following columns: Lost and Found, For Sale, Want to Buy, Sports, Editorials, Drama News, Cartoons, Police Reports, Vital Statistics, Society News, or Travel News. KEY QUESTIONS: How has this assignment helped you to understand yourself better? Based upon your understanding of yourself, do you believe that you are ready to be a parent? Why or why not?[B]

Ask for volunteers to work on a committee to construct a bulletin board. Volunteers may use Teaching Aid 2, Teen's Needs, to illustrate needs that must be met for a teen to grow and develop. Examples of needs include wanting to be like others of the same

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

age, security, recognition or attention, and new experiences. Lead a class discussion regarding ways teens' needs are met.[C]

Have students read and respond to "Human Needs". Complete Activity G-2, page 99, in *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Lead a class discussion on the characteristics or skills one needs to be considered an adult. CRITICAL QUESTIONS: When do you consider someone to be an adult? How does this relate to the responsibility of marriage? parenthood?

In a round robin, have each student name and describe three persons who have had major influences on his or her life. Students should not include their own parents. KEY QUESTIONS: Why was their influence important? How might their influence affect the kind of parent you become?

4. Decision making and goal setting

Show an audiovisual or assign students to utilize a computer program that teaches decision-making strategies. Lead a class discussion regarding possible applications of the strategies to parenting decisions.

Break the class into role play groups to dramatize some of the choices young people face today that impact future goals. Examples include studying in school, maintaining health, developing healthy relationships, smoking, and using illegal drugs. During the dramatization, students should apply the decision-making process to determine the behaviors that would be best for the teen, a family member, career person, and/or parent of the future.

Have students make a list of decisions or value judgements they are currently making or have made that may impact their long-range life plans. CRITICAL QUESTION: How might your decisions or value judgements affect future parenting?

Instruct students to list ten goals they would like to accomplish in the next five years and prioritize the goals from most important to least important. Ask each student to share one goal from his or her list with classmates. CRITICAL QUESTION: How would becoming a parent now affect the feasibility and time frame for accomplishing each goal?

Set up a time-line clothesline by hanging a string across the classroom like a clothesline. Write life's major events, including

[C] = Common Essential Element

typical goals and expectations, on different index cards. Use clothespins to hang the cards in approximate sequence on the line. NOTE: Students may help think of and write the events on the cards and sequence them on the clothesline. Ask students to describe what would happen to these plans if a card reading "You will be a parent in nine months" was placed at various points on the line. KEY QUESTIONS: Would the reaction to impending parenthood vary among persons who are at the same point in the series of life's events? Why?

Ask students to write a letter to you describing in detail what they expect to do during the next three years. The letter should include goals, accomplishments, major decisions to be made, primary focus of time and energy, educational plans, career plans, and family plans. Have each student place her or his letter in a stamped self-addressed envelope so that letters may be mailed to students in the future, if desired. The letter may begin as follows: "Dear.... In the next three years, I will have accomplished (encountered)...." Evaluate the assignment on the basis of students' self-awareness and goal-setting patterns. Following the completion of the assignment, lead a class discussion regarding students' goals for the future. KEY QUESTIONS: How do your short-term goals relate to your long-term goals? Based upon the goals set for the next three years, what are your values? What are the most important values you hold?[B]

C. Roles and responsibilities of parents
   1. Changing roles
      a. Stages of family life cycle

Have students read about the stages of the family life cycle. Lead a class discussion on the characteristics of each stage. Provide old magazines, scissors, and construction paper for students to use in creating a bulletin board that illustrates the different stages in a family life cycle. KEY QUESTION: What are some of the variations in the family life cycle as a result of changing family patterns? (Examples include single parenting, later marriages, later childbearing, and second marriages.)[B]

Have each student develop a time line illustrating the beginning of each stage of his or her own family's life cycle. Include parent's marriage, births of children, and older children leaving home. NOTE: The time line may be drawn on graph paper. Have each student calculate the number of years her or his family has been in each of the following stages:

1) Newly married couple with no children
2) Family with children birth to 30 months
3) Family with preschool children 30 months to 6 years
4) Family with teenagers 13 to 20 years
5) Launching family from the time first child leaves until last child leaves home

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[B] = Basic Skill Reinforcement

NOTE: The last two stages of the family life cycle, middle-age and retirement, may not apply. The assignment may be adjusted for students in nontraditional families. Compare and lead a class discussion regarding the progression of different students' families through the family life cycle stages. Note changing trends in families, such as the trend of adult children to return to the home to live within the nuclear family structure. KEY QUESTIONS: How many stages of the family life cycle has your family experienced at one time? What are some of the conflicts parents and children experience at each stage? when stages overlap? What changes in roles and responsibilities can parents expect as they enter new stages of the family life cycle?

Based on what students have learned about changes in parenting roles and responsibilities in different stages of the family life cycle, assign students to write "one-liners" for parents who are entering each stage. Have students write one-line statements containing parenting advice for a couple who will soon give birth to their first child and to a couple whose oldest child is about to do the following:

1) Become a preschooler
2) Start to school
3) Become a teenager
4) Leave home
5) Return to the home as an adult

Have students read their "one-liners" and have other class members discuss why they agree or disagree with the advice being given. NOTE: You may require students to document their advice from textbooks or outside reference material.[B]

Ask students to imagine what parenthood would be like throughout the different stages of a child's development. Students should then write a paper from a parent's perspective describing what it is like to be the parent of an adolescent. Lead a class discussion regarding how considering parenthood on a long-term basis affects one's feelings about becoming a parent. KEY QUESTIONS: Are the qualities needed by parents of adolescents different or the same as those needed by parents of infants? Why?[B]

Have students use pictures illustrating characteristics of good parents to create a poster or bulletin board. Lead students in discussing and comparing the characteristics that may contribute to being a good parent for different ages of children. KEY QUESTION: How do the ages of the parents and the family situation affect the likelihood that the characteristics identified will be present?

[B] = Basic Skill Reinforcement

b. Roles in families

NOTE: Caution should be taken in teaching this section to assure that positive and negative aspects are equally treated as concepts are developed regarding how roles have changed within the family unit.

Have students study references on family structure and define *nuclear family*, *extended family*, *single-parent family*, and *blended family* in today's society. Have students identify television shows that depict each family structure named. Ask students to draw a picture of their interpretation of the family composition. Volunteers can explain to the class what their drawings illustrate. KEY QUESTIONS: How would family structure affect the roles of family members? How would family structure affect parenting?[B] [C]

Ask students to list the major changes affecting the family unit today. Include divorce, single parenthood, mothers working outside the home, economic instability, and mobility. KEY QUESTIONS: How would these factors affect the roles assumed by family members? How would these factors affect parenting?

Show students a videotaped episode from an old family television series. An example is "Leave It To Beaver." Have students point out the traditional family roles portrayed in the episode and compare with less traditional roles shown in current family television shows.

Have students interview parents and grandparents, who are invited as guests to the class, about their parenthood roles. Guide students to focus questions on how family roles have changed (traditional vs. nontraditional families). CRITICAL QUESTIONS: How have the roles of wife, parent, husband, student, worker, son/daughter, friend, man, and woman changed in the past decade? How would the role transition affect parenting?

Ask students to role play young married couples with a baby. Situations may include the following:

1) Both husband and wife work and are negotiating who should take and pick up the baby from child care.
2) After dinner, one spouse cleans up the kitchen and the other gets the sleepy baby ready for bed.
3) The couple is explaining to their parents, who have always maintained traditional family roles, how they share responsibilities for the household and the baby.

Have students suggest other family situations depicting changing roles of family members. Guide students to discuss common

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

changes in the roles of males and females. KEY QUESTION: How do changes in male/female roles affect roles in parenting?

Ask students to look at newspapers and choose comic strips that depict families. Students should read the comics every day for a week. Have students identify traditional and nontraditional sex roles and complete Teaching Aid 3, Families in the Funnies, by listing the main characters and their roles. NOTE: This activity can be adapted by using television programs. KEY QUESTIONS: Is the sex-role behavior of the characters typical in our society? What would the result be if more families assumed these roles?

Lead a class discussion regarding what a father's roles and responsibilities in rearing a child should be. Ask students what a mother's roles and responsibilities in child rearing should be. As a class, agree on a basic list of responsibilities for each parent. KEY QUESTIONS: Which responsibilities appear on both lists? Were any responsibilities listed due to the traditional sex-role stereotypes? If so, which ones? What circumstances within the family influence each parent's responsibility? Is it important for the father to share equally in the parenting experience? Why or why not? If parenting is viewed as a shared relationship between men and women, should men ask for time off from their jobs outside the home to assume more responsibilities in child rearing? Should fathers apply for post-childbirth leave to help care for a new infant and other children? What are the implications of active fathering on family life, the employment setting, and a person's self-image?

Guide students in developing a questionnaire concerning the involvement of fathers in child care in the community. Gather information about responsibilities assumed by the fathers, not assumed by the fathers, and reasons. Have students conduct the survey and report their findings to the class. KEY QUESTIONS: What responsibilities are most often assumed by fathers? least often? What reasons, other than sex roles, were given for division of responsibilities? What were examples of responsibilities being divided based upon sex of parents? What are instances when the roles being assumed by the parents are probably contributing to a positive family/parenting situation? taking away from a positive family/parenting situation?[B]

2. Functions and responsibilities of parents

Use students' suggestions and ideas to develop a list of functions a parent performs. Lead a class discussion on the implications of each of the following ideas that society notes as functions of parents:

1) Provider of food, clothing, and shelter

[B] = Basic Skill Reinforcement

2) Guardian over health and well-being
3) Educator of the rights of others
4) Disciplinarian, in order to help teach self-discipline
5) Motivator of independent maturity

Ask students to write a job description for a parent. Have them list the requirements and characteristics of the position. CRITICAL QUESTIONS: How can parenting be thought of as a career? What is the difference between parenting and other career choices in your life?[B]

Instruct students to write, in complete sentences, the responsibilities they presently have. Ask students to imagine how their lives would change if they were parents. Have the class discuss possible changes with their parents, teenage parents they know, and classmates. Have students list responsibilities they would have if they became parents. Parental responsibilities may be related to physical care and protection, nutrition, provision for intellectual needs, and moral and character development. Have students compare their lists of parental responsibilities with their lists of responsibilities they presently have. Lead a class discussion regarding students' personal readiness for parenting.[B]

Define the word *responsibility*. Ask students to distinguish between responsibility for a child's needs and responding to a child's wants. Have students state what they would do if the following situations occurred:

1) The baby is hungry and fussing, but you are enjoying talking to a friend on the telephone.
2) The two-year-old is begging for candy right before dinner.
3) The three-year-old wants to stay up past bedtime and watch television with you.
4) The four-year-old wants to walk alone to the store that is several blocks away.

KEY QUESTIONS: Do your responses reflect responsibility? Why or why not? Do they reflect taking the easy way out? Why or why not? How would your responses affect a child's well-being?

Have groups of students develop skits to illustrate the demands of parenting. Examples are unborn twins discussing "How Mom is taking care of us," a young couple expecting a baby discussing financial responsibilities, and new parents summarizing their solution to managing the responsibilities of parenting while each is continuing a career.

To help students better understand the inadequate feelings parents might have concerning their responsibilities, lead a class

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[B] = Basic Skill Reinforcement

discussion regarding the following statements :

1) There are no rules to follow that will determine or guarantee a perfect and happy child.
2) You are not the only one responsible for the outcome of your child.
3) Parents are human and make mistakes.

Ask students to give examples of how these statements are illustrated in their families or families they know.

Assign students to interview two couples who have become new parents about the changes they have experienced as a result of parenthood. Students should analyze the interview results and write a paper on the effects of the responsibilities of parenthood on one's lifestyle. Refer to Teaching Aid 4, New Parent Interview, for interview suggestions.[B]

3. Commitments and demands of child care

Define the term *commitments*. Ask students to name individuals they have made commitments to. Examples include parents, supervisors, and younger siblings. Have students describe what they committed to give and what they expected to receive in each relationship. KEY QUESTIONS: What kind of commitment would you have to make in order to have and rear a child? How is this commitment similar to or different from commitments to other individuals named? What, if anything, would you expect in return for your commitment?

Assign students to keep a fairly accurate hourly record of their activities for 48 hours. Have them choose two days that are as typical as possible. Ask students to categorize their actions and rank them according to frequency or amount of time spent. Lead a class discussion on how the time log gives a fairly clear picture of current priorities being put into action. NOTE: The log sheets on pages 100-103 of *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, may be used for this activity. CRITICAL QUESTION: In what ways do you think becoming a parent would change your priorities in the use of your time?

Have the class study references to list physical, emotional, social, and mental needs of infants. Suggest ways parents' needs can conflict with infants' needs. Have students use a problem solving process to determine actions that might resolve such conflicts.[B]

Ask students to suggest ways family routines may be adjusted to meet changes related to the needs of an infant while still meeting the needs of the other family members. Suggestions may include changes in physical space, free time, and rest and recreation.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students read "Personal Opinions" and complete Activities H-1 and H-2, pages 117-125, found in *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. This material is related to whether or not a woman should work outside the home.
4. Costs	Divide the class into work groups to research the following costs: 1) Having a child—doctor visits, prenatal care, and hospital costs 2) Setting up a household for a new baby—furniture, clothing, car seat, bottles, and diapers 3) Rearing a child to age five years—clothing, doctor bills, education, and child care Students may visit stores, check catalogues, and contact child care centers, doctor's offices, and hospitals to obtain costs. Ask the groups to compare cost estimates. Assign students to write a paper about the financial obligations involved in parenting. CRITICAL QUESTION: Are you financially ready for parenthood?[B] [C]
	Have class members research the latest expected costs of rearing one child from birth to age 18. To show the total estimated cost, have them construct a display or bulletin board using a circle graph with portions divided between food, clothing, housing, transportation, health, and other important expenditures.[B]
D. Family planning consideration 1. Values and attitudes toward children	Direct students to list as many adjectives as possible to describe children. Explain to the class that attitudes, experiences with children, feelings about one's own childhood, myths about children, attitudes and experiences of others, media messages, and other factors may have influenced the adjectives named. Have students give examples of specific situations they believe have influenced their attitude or others' attitudes toward children.[B]
	For students to identify their attitudes toward children of different ages, have them supply adjectives for the following sentences: 1) "A baby is...." 2) "A toddler is...." 3) "A preschooler is...." 4) "An elementary age child is...." KEY QUESTION: What attitudes toward children can be reflected in descriptions of childhood?
	Lead a class discussion on whether or not parenthood is expected in our society. Have students in groups consider the following questions: 1) What are the pressures in our society for having children?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

2) Is a woman or man unfulfilled if she or he does not have children?
3) Does one often hear the statement, "Parenthood is natural; everyone is a good parent naturally"? Why might this be a common belief? Is it accurate? Why or why not?
4) When people state phrases such as "When you grow up and have children of your own," what beliefs does the comment reflect ?

Have students choose a representative to report conclusions to the class.[C]

Lead students in a brainstorming session and list on the chalkboard examples of values common among adults. KEY QUESTIONS: Which values do you think were stronger for your grandparents? parents? young couples you know? What factors might influence these similarities or differences? How would the different value patterns affect the decision to have children, how many children to have, the spacing of children, and parenting practices?

Assign students to write an essay discussing the meaning of *values*. Students should include specific values that are important to them and how values can affect their roles as parents.[B]

Lead a class discussion on how attitudes possessed during pregnancy might affect parents' acceptance of their new baby. Examples of attitudes are as follows:

1) Wanting a child of a specific sex
2) Expecting the perfect child or the dream child
3) Developing unrealistic expectations
4) Wanting the child to look a certain way
5) Not wanting the child and resenting the pregnancy

Ask students to write a short description of the most influential people they have had as friends or teachers. KEY QUESTIONS: How did these influential people affect your emotional, social, spiritual, intellectual, and moral development? What were some characteristics of these people that made them influential in your life? How might your personal traits influence a child of your own or one you care for? CRITICAL QUESTION: Why is it important to your future to choose good friends, to have good role models, to have good teachers, and to be prepared to be a parent?[B]

Ask students to write a paper describing a fictional or real couple's parenting attitudes and behaviors. Papers should include ways the father and mother have each continued patterns established by their

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[C] = Common Essential Element
[B] = Basic Skill Reinforcement

parents, changed parental patterns they disapproved of, and compromised when each had a different opinion. Lead a class discussion on the highlights of students' findings.[B]

Have students name their favorite fictional parent seen on television, seen in a movie, or read about in a novel. NOTE: This activity may be conducted through class discussion or as a written assignment. KEY QUESTIONS: Why is this character your favorite? What values and attitudes toward children does the character display? Would the character be a good role model for being a parent? Why or why not? How are fictional parents alike and different from real parents you have known?[B]

Have students work in pairs to create characters and write a plot for a television show that presents parenting in a realistic way. The students should include in each teen or adult's description an outline of values and attitudes related to children and parenting.

Organize a panel discussion with couples who have decided not to have children and those who do have children. Have the couples share their experiences, beliefs, and values regarding parenthood. Ask questions related to the factors that influenced them to have or not to have children, and how parenting and/or childlessness affects their lifestyles and relationships with others. The couples who have children may talk to the class about why they had children, how they planned their children, their insights after having children, and what they would have done differently.

2. Adjustments, problems, and rewards of parenting

Instruct students to create a list of concerns they think they would personally consider before having a child. Have students share some of their major concerns and compile a class questionnaire. Students should use the questionnaire to survey or interview young couples who do not have any children. Following surveys or interviews with couples, have students compile the survey or interview results and compare the results to the concerns listed earlier by class members. KEY QUESTIONS: Do males and females have the same concerns or different concerns? Is there a pattern of concerns typical of couples in different situations?

Invite several first time parents-to-be to serve on a panel to discuss their feelings as they enter this new stage in their lives. Guide the students in preparing questions for the panel. Questions could include the following: What feeling and emotions have you experienced? What have been your concerns? What rewards or benefits do you anticipate from your role as a parent? problems or adjustments? Have students prepare a written summary of the presentation. If possible, invite the guests to return to the class

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	after their babies are born to compare their feelings and concerns with those experienced during pregnancy.[B]
	Lead a class discussion on the adjustments that would be necessary for parents to make with the second or third infant as compared to those made by parents of a first born child. Contrast the adjustments necessary with the addition of a natural newborn child versus an adopted newborn and a newborn adopted child versus an older adopted child.
	Lead a class discussion on the following question: Can anything that weighs seven and one-half pounds, is twenty-two inches long, and is only two days old, change your immediate way of living? How? CRITICAL QUESTIONS: How does a person's age affect his or her adjustment to becoming a parent? What are the differences in challenges faced by teen mothers and fathers and challenges faced by older parents?
	Lead students in brainstorming the rewards and satisfactions of being a parent. KEY QUESTION: What are some factors that determine how rewarding and satisfying parenting may be? (Examples are parent's age, knowledge and/or experience with children, and emotional support.)
	Organize a student committee to prepare a bulletin board or poster depicting the joys of parenthood.[C]
3. Maturity factors	Work with students to establish a definition for the term *maturity*. Lead a class discussion on what is involved in being a good parent. Examples include emotional maturity, values, philosophies and knowledge of child development. KEY QUESTIONS: Are you ready to become a parent? Why or why not?
	Have students contrast the characteristics of a mature person with characteristics of a less mature person. Identify probable implications of each characteristic on readiness for parenthood. CRITICAL QUESTIONS: Could the decision not to have a child require more maturity than the decision to have a child? Why?
	Have students explain why the following are not good reasons to have a child: 1) To feel grown up 2) To make parents happy (so they become grandparents) 3) Because your friends are having children 4) To keep a marriage together 5) To relieve boredom

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

6) To pass on family name and heredity
7) To ease pain of loneliness
8) To have someone to love

Have students list reasons why a couple might choose to have children. KEY QUESTIONS: Which reasons would likely contribute to a positive parenting situation? negative parenting situation? What are the likely outcomes of the reasons identified as negative? Can positive and negative reasons to have a child be equated with mature and immature behavior? Why or why not?

List and lead a class discussion on Maslow's five basic needs relating to the characteristics of a psychologically healthy person. CRITICAL QUESTION: How is one's emotional state related to the ability to cope with change and stress of becoming a parent?

Have the class list as many positive and negative aspects of parenting as possible. Point out that understanding the aspects in a decision is the first step in evaluating the decision. Have students list ways they can have caregiving experiences other than having a child. Examples are volunteering to help in a child care center or becoming involved in an organization such as Big Brothers and Big Sisters. Continue by having students list advantages and disadvantages of choosing different caregiving alternatives.

E. Impact of marital relationship on children
1. Two-parent households

Have a group of students discuss how a happy marriage can affect a child and how an unhappy marriage can affect a child. Instruct the students to summarize the effects of the family situation on the healthy development of children.

Guide the class in listing the characteristics of a stable and satisfying marriage. Have students relate how each characteristic listed would contribute to readiness for parenting and how the opposite of each characteristic would affect readiness for parenting. KEY QUESTIONS: How do maturity, security, stability, and desire to have children contribute to readiness for parenting? CRITICAL QUESTIONS: What effects could a baby have on the relationship between a husband and wife? What effects could the parents' relationship have on a child?

Describe situations leading to an unhealthy family environment, such as divorce, child abuse, alcohol abuse, or drug abuse. KEY QUESTIONS: What are some ways of avoiding these situations? What are some methods or resources used to correct these situations? What impact could these environments have on children in the family?

Direct students to plan a bulletin board illustrating the skills needed for marriage and for parenthood. Have students share plans with

the class, and prioritize skills needed for marriage and parenthood. KEY QUESTIONS: What are the differences in the skills needed for marriage and parenting? the similarities?

Assign students to research the topic, "Does Parenthood Create Stress in Marriage?" Students may write a paper or discuss in class the changes that create stress during times of pregnancy, birth, and infancy. Examples of stress related problems include financial difficulties, space needs, and lack of sleep, recreation, and relaxation. CRITICAL QUESTIONS: How is the adjustment to parenthood made more difficult when both parents work outside the home? How can these special challenges be managed? Why is it important for parents to set aside some time for themselves? What are some ways parents on a limited income can spend time together without children?(An example is a child care co-op.).[B]

Lead a class discussion regarding ways society pressures people to marry and have children. Have students give examples. KEY QUESTIONS: What are the advantages and disadvantages of postponing marriage? postponing child rearing?

2. Single-parent households

Recruit student volunteers to interview single parents. Guide students in preparing interview questions and selecting persons to interview. Include single parents in varied situations, such as no other family nearby, supportive family members living nearby, single adoptive parent, and single through divorce or death of a spouse. Include questions to assess management challenges and successes, emotional circumstances, and implications of single parenting on child guidance and financial and social patterns. If single parents are not available for interviews, information can be obtained through library research.[C] [B]

Lead a class discussion regarding the single parent's role in promoting opportunities for children to have relationships like those found in a two-parent home. Have students summarize the options available to single parents and report on methods that parents could use to make the best out of the available alternatives. NOTE: This concept is addressed in more depth in Essential Element III of this guide.

F. Effects of heredity and environment
   1. Heredity

Show the class a film that explains the effects of heredity and environment upon human development. Have students summarize the significance of each factor.

Ask a genetic advisor (physician or nurse) to speak to the class about childbirth and genetics. Have the speaker address common

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	genetic problems and their effects upon the developing child. KEY QUESTIONS: When should genetic counseling be considered in the decision to parent? What resources are available in the community for genetic counseling? What are common procedures and costs?
	Have students research at least five different types of genetic defects. Instruct students to write an essay on how they, as prospective parents, would deal with possible hereditary defects.[B]
	Lead the class in identifying inherited traits that will and will not have a significant impact on the family. Examples include eye color and a genetic heart disorder.
	Lead a class discussion on the effects of heredity on the family unit and on the decision to become a parent. Examples that may be considered are an adult with an inherited condition caring and providing for a family and an adult with a genetic defect deciding whether or not to become a parent. How different defects impact the family could also be included in the discussion. An example might include a situation where diabetes is inherited and the family diet is impacted as a result. If a heart disorder is inherited by a family member, family routines and practices may need to be adjusted.
2. Environment	Lead the class in listing environmental factors affecting the healthy development of young children. Ideas may be stimulated with newspaper or magazine articles and video news briefs. Include positive and negative factors, such as cleanliness, health care, air pollution, nutrition, and safety. KEY QUESTIONS: For each factor listed, what is the impact on a child? To what extent should each factor impact one's decision to become a parent?
	Have the students research materials on developing countries in relation to the health of families. KEY QUESTIONS: How do economics contribute to a healthy environment? What role does intellectual ability play in promoting a healthy environment?
	Divide the class into groups and direct each group to research one of the following factors that contributes to human fetal development: 1) Nutritional deficiencies 2) Drugs and alcohol 3) Smoking 4) Infections and disease 5) Age of the mother

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	6) Rh factor 7) Heredity Alow group leaders to report results of research to the class. KEY QUESTION: How might awareness of factors affecting fetal development affect the decision to become a parent?[B] [C]
G. Effects of lifestyles and cultures 1. Lifestyles	Assign students to interview parents about their concept of parenthood. Teaching Aid 5, Parent Concepts Interview, may be used. Have each student select at least two sets of parents with different ages, structures, and lifestyles. Examples could include single parents, blended families, dual-career families, single-career families, socially active families, and family-centered families. Ask students to write a paper summarizing what they have learned about the effects of lifestyles on parenting. Invite them to share their findings with other students in the class.[B] Lead a class discussion regarding how one's lifestyle is affected when one becomes a parent. Ask students to role play responses couples would have to the following situations: 1) Friends call with the an invitation to go out for pizza. 2) Your boss calls asking for help with a weekend project. 3) Friends call with an invitation to go dancing 4) You have a last minute chance to go on a long-desired weekend trip. Have students role play these situations several times adjusting the responses for a single parent, having a new baby, and having an active two-year-old child. KEY QUESTIONS: How do lifestyle decisions affect the ease or satisfaction one has with being a parent? If a family's lifestyle was incompatible with the needs of their infants or children, what would be the effect upon the children? Have students write a research paper examining one of the following aspects influencing the family unit in today's society: 1) Increased family disorganization 2) Higher divorce rates 3) Higher marriage rates 4) More mobility in families 5) Decreased birth rate 6) Changing sex roles 7) The fluctuation of our economy 8) Changes in the laws 9) Instability of world matters 10) Agencies formed to serve families 11) Dual-career parents 12) Older median age[B]

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Cultures	Assign students to research information on marriage and parenting in another culture. Information reported could include the following: 1) Parenting roles played by each marriage partner 2) Involvement of the extended family 3) Child care provisions 4) Legal requirements and restrictions affecting parenting 5) Economic influences 6) Availability of health care and training 7) Roles of male and females in the family and in society 8) Religious beliefs regarding parenting and the family Students should prepare written reports of their findings and share verbal summaries with the class.[B]
	Lead a class discussion regarding how parenting behaviors or practices have changed within various cultures. CRITICAL QUESTIONS: What driving force dictated the changes? Have the changes resulted in positive effects? Why or why not?
	Show films or video recordings of television documentaries that depict family life in other countries Have students list characteristics of the way of life shown in the film or recording and list characteristics of family life based on their knowledge of the country. Lead a class discussion on the differences and similarities of family life in the featured country and the United States. KEY QUESTIONS: How do the characteristics of family life in different countries affect the development and well-being of children in those countries? How are people in the United States ultimately affected by the lifestyles and living conditions of other countries?
	Ask students to list some personal attributes and skills that are helpful to a person living in a global society. Have them explain and defend their suggestions. NOTE: A strong personal value system, social empathy, patience, openness to change and new ideas, and flexibility are some of the characteristics that may be listed. KEY QUESTION: How can parents instill in their children attributes helpful for living in a global society?

[B] = Basic Skill Reinforcement

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT II

COMPETENCY: (d.2) *Concepts and skills related to child development.*

SUB-COMPETENCIES:

(A) *Summarize ways to promote optimum physical development of children.*

(B) *Describe the emotional and social development of children and techniques for fostering such development.*

(C) *Propose methods for developing intellectual abilities of children.*

(D) *Identify characteristics of children at different ages.*

(E) *Analyze the effects of play on the development of children.*

(F) *Explain methods of guidance and discipline.*

(G) *Determine techniques to promote character development.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
II. Child development skills	NOTE: It is recommended that the content in Section D, Characteristics of Children's Development, be taught first in this unit.
A. Physical development	NOTE: Some suggested learning experiences in this unit may be viewed as sensitive issues. Teachers should follow local district policies and administrative guidance regarding the sensitive area prior to determining which experiences will be presented for classroom instruction.
1. Prenatal development, care, and birth a. Terms	Have students read reliable resources on human development. Follow with a class discussion focused on the functions of the body as they relate to reproduction.[B] Give students a list of terms related to the human reproductive system, pregnancy, prenatal development, and childbirth. Students may compile a dictionary of terms by researching and writing definitions in a spiral notebook for future reference. KEY QUESTIONS: How can the understanding of terms related to pregnancy, prenatal development, and childbirth help in facilitating optimal prenatal care for the mother? help in communications about pregnancy?[B]

[B] = Basic Skill Reinforcement

b. Reproduction and pregnancy

Show students audiovisuals that illustrate the female and male reproductive systems. Provide each student diagrams of both systems to use for identification purposes as they view the audiovisual. List, on the chalkboard, important terms related to human reproduction. Provide students with information about fertilization and its role in the transmission of hereditary characteristics. Have students research to find definitions of terms identified.[B]

Use a transparency, chart, or an atlas of the female body to identify the physiological changes experienced during pregnancy. NOTE: An atlas may be available from the biology department. Explain changes resulting from pregnancy in relation to the following:

1) Uterus
2) Breasts
3) Blood
4) Respiration
5) Skin
6) Endocrine system
7) Abdominal walls
8) Weight
9) Heart
10) Digestion
11) Urinary tract

After the students have read from the text or other references, have them list common signs of pregnancy. Compare the class list to Teaching Aid 6, Prenatal Care—Signs of Pregnancy. KEY QUESTION: What factors might contribute to a woman's failure to recognize that she is pregnant?[B]

Show charts, films/filmstrips, or transparencies illustrating the reproductive systems. List on the chalkboard the terms related to human reproduction. With the class, define the terms. The students may use reference books when necessary.

Trace how conception occurs from the entrance of the sperm into the vagina through the moment of conception. Illustrate through transparencies, charts, or posters.

Have students use various references to identify minimum and maximum safe ages for becoming pregnant. NOTE: Be sure to present current statistics to the class on the average age of women at the birth of a first child. Lead a class discussion on the possible societal reasons for the changes in such statistics over the years. KEY QUESTIONS: In general, are women now becoming pregnant for the first time at an earlier or later age than women of

[B] = Basic Skill Reinforcement

ten years ago? What are some of the possible reasons for these changes? What are the effects of these changes?

Special written or oral reports may be done on in vitro fertilization and artificial insemination. KEY QUESTIONS: How might parents who are otherwise infertile view artificial insemination and in vitro fertilization? How are in vitro fertilization and artificial insemination viewed by different groups and what are the reasons for the different views?[B]

Have students make a large calendar for the bulletin board that shows stages of pregnancy and corresponding stages of prenatal development. Ask volunteers to summarize the stages of pregnancy and prenatal development for the class.[C]

Give students the formula for calculating the birth date of a baby. Have them practice calculating several dates.[B]

Give students a true/false pretest about reproduction and pregnancy. Include common myths. Afterwards, review the pretest to clarify students' misconceptions. A question box may be placed in the room for students to anonymously leave questions to be answered in class throughout the semester. KEY QUESTIONS: How are cultural beliefs and lack of education related to the perpetuation of common myths? How may beliefs in myths harm a pregnant woman and her unborn baby? CRITICAL QUESTION: What are some ways to respond to unwise or untrue advice from relatives or friends without damaging relationships with them?

Have students read information about the signs and symptoms of pregnancy. Set up a display of home pregnancy kits. You may borrow kits from a pharmacist. Lead a class discussion on the reliability of such tests. Give students information about laboratory tests used by physicians. NOTE: Check with a physician for the latest information. Compare costs, availability, and information given by each kind of test. KEY QUESTIONS: Under what circumstances would a home test be advisable? Why should other signs and symptoms of pregnancy be considered along with the test results?[B]

Have groups of students write questions suitable for an interview with mothers or expectant mothers (and fathers) concerning the positive and negative emotional/psychological aspects of pregnancy. As a class, organize the questions into an interview form. NOTE: Be sure to include changes in moods and feelings

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

toward pregnancy. Suitable questions may include the following:

1) What emotions did you experience concerning your pregnancy?
2) Were your emotions the same for all of your pregnancies?
3) How did you deal with these emotions?
4) What role did others play in your emotions?

In class compare the similarities and differences experienced. KEY QUESTION: Why does pregnancy not affect all women and men alike psychologically?

Borrow a picture produced from a sonogram and show it to the students. Provide students with information about the use of sonograms and amniocentesis in the diagnosis of problems in pregnancy and development. KEY QUESTIONS: What are some reasons physicians use sonograms and amniocentesis during pregnancy? What genetically transmitted problems can be detected using these methods?

c. Prenatal care

Ask a local doctor to discuss or lead a class discussion regarding the importance of medical care during pregnancy. Point out the number of visits to the doctor and the types of exams that a pregnant woman might expect.

Provide students with information about the nutritional requirements of a pregnant woman. Assign students to plan a day's menu for a pregnant woman based upon their own food likes and dislikes. Have them analyze and record the nutritional and caloric content of the diet and compare it to nutritional requirements. NOTE: The activity found in *New Nutrition*, page 85, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, may be used as a guide. KEY QUESTIONS: Why are pregnant teenagers' dietary requirements greater than those of pregnant adult women? What are the consequences of inadequate nutrition and calories on the pregnant female and her unborn child?

Based upon what the students have learned about diet and prenatal care, have them write goal statements for a woman who is one month pregnant in relation to health and nutrition practices during the remainder of the pregnancy. Have them include goals related to diet, rest, exercise, smoking, alcohol, other drugs, exposure to diseases, and medical and dental care. KEY QUESTIONS: How will setting goals help in decision making during pregnancy? Why is the cooperation of a husband and other family members important in setting and accomplishing goals set by a woman during pregnancy? What may be the consequences to prenatal development when a woman who has been taking drugs and following inadequate diet and health habits discovers that she is pregnant? How can this be prevented?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Present the following challenges to students and have them use a problem-solving technique to resolve the dilemmas: 1) Margaret discovered that she was pregnant shortly after her husband was laid off from his job. They have enough savings to use for one month while her husband finds another job. How can she have a nutritionally adequate diet without straining the family budget? 2) Cynthia is a busy career woman who commutes to a job in a nearby city. How can she maintain a nutritionally adequate diet when she is away from home during the day and has little time for grocery shopping and cooking? CRITICAL QUESTIONS: What are other problems pregnant women with scarcity of resources, such as money and time, face? How can such problems be resolved?
	Show a film about teenage pregnancy and/or teenage fathering to the class. KEY QUESTION: What are emotional and physical risks of teenage pregnancies?
	Have students use references to give examples of physical discomfort often experienced during pregnancy and also describe ways to minimize discomforts. Point out that discomfort is normal at certain stages of pregnancy and should not be considered a warning sign that something is wrong.[B]
	Provide materials about possible complications and problems of pregnancy for students to read. These may include toxemia, diabetes, prolonged nausea and vomiting, bleeding, miscarriage, sexually transmitted diseases, other viral diseases, multiple births, Rh factor disorder, smoking, drugs, and alcohol. Have class members record information about the possible effects of each complication or problem on the mother and baby.
d. Prenatal development	Have the class view a film showing the development that occurs in each stage of prenatal development. KEY QUESTIONS: How is it helpful physically to know the stages of prenatal development and the growth occurring in each stage? emotionally/psychologically?
	Show audiovisuals that utilize intrauterine photography to depict different stages of prenatal development. Have students differentiate between the zygote, embryonic, and fetal stages. KEY QUESTIONS: What critical development takes place at each prenatal stage? What are the roles of the placenta, umbilical cord, and amniotic sac in maintaining a healthy pregnancy?
	Have a representative from the March of Dimes, a physician, or a prenatal clinic nurse speak on the principles of good prenatal care.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Set up a reading corner with pamphlets about health care and routines during pregnancy. NOTE: These may be secured from a local hospital. Have the students read to determine what advice is given to pregnant women regarding rest, exercise, travel, personal hygiene, sexual relationships, and work.[B]
e. Childbirth	Have students volunteer to secure information on prenatal and childbirth costs in the community and report to the class. Have other students investigate inexpensive alternatives to traditional care, such as public health clinics and midwives. Students should report their findings and compare the costs for different types of care. KEY QUESTION: What are some of the risks to the mother and infant of not having supervised medical care throughout pregnancy?
	Have students write reports on different approaches to childbirth. Include Lamaze, the LeBoyer method, utilization of drugs and anesthesia, caesarean section, and home birth. KEY QUESTIONS: What are the advantages and disadvantages to the mother of different approaches to childbirth? to the infant?
	Have a childbirth class teacher speak to the class about the purpose and content of childbirth classes and demonstrate exercises and techniques taught to expectant parents. KEY QUESTION: How does preparation for childbirth lessen anxiety in parents-to-be?
	Have students interview three mothers with children of different ages. Have the class develop a questionnaire to be used in conducting the interviews. Questions may include the following: Was your baby born at home or in the hospital? What do you remember about the birth of your child? Did you use natural childbirth or were you given drugs? Was the father present in the delivery room? If so, what was his role? KEY QUESTION: What effect does the father's presence at the birth of his child have on the mother and on the father/infant relationship?
	Show a film/video to students that shows the stages of labor and delivery. Arrange for a nurse to discuss the film and answer students' questions.
	Invite a panel of fathers, some who attended their wives in delivery and some who did not, to speak about their experiences before, during, and after the births of their children. Ask them to share their emotional responses and how they feel their relationships with their wife and child were affected as a result of the childbirth circumstances. KEY QUESTIONS: What contributions can a father make during pregnancy, childbirth, and

[B] = Basic Skill Reinforcement

the postpartum period? How would preparation, such as childbirth classes, be helpful to a father in supporting his wife during labor and delivery? How is the father's presence during delivery related to the bonding of the father to the infant?

f. Adjustments to the newborn

Have students keep a log of their routines and activities for one week. At the end of the week, have them analyze how their lives would change if they became parents. KEY QUESTIONS: What new routines and activities do new parents have to add to their schedules? What are some unexpected things that happen to a baby that you cannot account for? How are marital relationships, friendships, and employment impacted by becoming a parent?

Lead a class discussion on the positive and negative stress of having a new baby in the home. Also consider the importance of realistic expectations, knowing what to do with the new baby, preparing older children for a new baby, emotional support for family members, and support for doing household chores. KEY QUESTIONS: What are sources of stress for a family with a new baby? What are examples of ways stress may be minimized after the birth of a new baby?

Instruct students to write a short paper describing a personal experience they have had with a newborn baby. Students who have not had contact with young infants could write a paper describing how they think they would react to caring for a newborn.[B]

Have students interview parents of infants and ask them what they remember thinking and feeling the first time they looked at their new baby. Have students read quotes from the interviews in class and compare parents' reactions. KEY QUESTIONS: Why do parents' reactions to a new baby vary? Why do new parents sometimes have ambivalent feelings? How are parents' expectations related to their reactions to a new baby?

Define *bonding* for the class as the complex psychological tie a parent forms with an infant. NOTE: There is controversy about there being a critical period immediately after birth when bonding takes place. KEY QUESTIONS: Why is bonding by a parent important to an infant's well-being? How may stress interfere with bonding by a mother or father? What are some of the problems in bonding with a preterm, ill, or handicapped infant?

A parent of an infant visiting the class could be asked to describe experiences in feeding an infant. NOTE: Parents with twins could give interesting insights. KEY QUESTIONS: What parental

[B] = Basic Skill Reinforcement

behavior contributes to an infant's feeding schedule being healthy and manageable? What factors contribute to an infant outgrowing feedings in the late night/early morning hours?

Define *postpartum* and *postpartum blues* for the class. Lead a class discussion on the importance of physical and emotional postpartum care of the mother. KEY QUESTION: Why is the mood of a mother during the postpartum period important to the care and developing relationship with the newborn child?

2. Infancy
   a. Physical characteristics

NOTE: The remainder of sub-competency A and all of sub-competencies B and C provide information on physical, emotional and social, and intellectual development. Within each type of development, five age categories are addressed: infancy, toddlerhood, preschool years, middle childhood, and adolescence. Some teachers may prefer to organize their instruction by the age categories of the child. If this approach is selected, instruction should be provided for each type of development within each age category.

Invite students to bring their baby pictures to class. Post pictures on the bulletin board anonymously and have a contest to see who can identify the most classmates from their baby pictures. Lead a class discussion on the differences in physical appearance between the baby pictures and the adolescents. Point out some of the changes that take place in body proportions, facial features, and fat and muscle composition as a person grows from infancy to adulthood.

Have students view audiovisuals and read references to learn about the physical characteristics of infants from birth to one and one-half years of age. KEY QUESTION: How should parents react when their infant varies from what authorities say is the normal pattern and role of development?[B]

If there is a hospital newborn nursery with an observation window in the community, arrange for students to observe the newborn infants. Have students write descriptions of the infants, with particular attention given to weights and heights, the proportion of size of the head to the trunk and limbs, and activity level. KEY QUESTION: How do body proportions change during the infant's first year?[B]

Following the observation of newborns, have students calculate the weight and length of one of the infants at the end of the first year based upon her or his birth weight and height, or give the students the average weight and length of a newborn infant to use

[B] = Basic Skill Reinforcement

for calculations. Infants almost double their birth weight and grow approximately half of their birth length.[B]

Use a transparency or developmental chart to illustrate for students the sequence of physical skills learned by an infant during his/her first year of life. NOTE: Infants are born with physical reflexes that precede their voluntary control of movements. KEY QUESTION: How do parents know if their infant's development is normal?

Schedule a baby laboratory during class for students to observe the physical characteristics and motor skills of infants of different ages. Point out the individual differences of the infants. Encourage students to ask the parents questions about their infants' physical development. KEY QUESTION: How does parent/infant play encourage practice of motor skills?

As a Student Occupational Activity, a student may monitor an infant's growth and development by keeping monthly records of weight, height, and developmental progress. Charts, photographs, and narrative descriptions may be used for reporting.

b. Infant care

Lead students in brainstorming for a list of tasks required by parents in caring for a baby. An example task is changing diapers. Write the list on the chalkboard. Have students respond by raising their hands if they would enjoy the task, not mind the task, not like doing the task, or hate doing the task. Ask students to explain their responses. KEY QUESTIONS: What kind of attitude do you have about caring for a baby? How could a parent's attitude about these tasks affect the child? parent/child relationship? husband/wife relationship?

Record sounds of a baby crying and sounds of a happy infant or child. Have students write down a word or phrase that comes to their minds as they listen to the recording. Have students explain what they wrote and discuss possible reasons for their reactions. Listen to the recorded crying sounds again and describe to students a situation in which the parents woke from a sound sleep to hear their infant daughter crying. After the infant has been changed and fed, she begins to cry again. KEY QUESTIONS: What should the parents do? What might the parents be feeling? thinking?

Have the class work in groups to complete Teaching Aid 7, Trip With Baby. Provide reference materials and guidance to students as they list and rank items of most importance to the care of an infant.[B]

[B] = Basic Skill Reinforcement

Have students study references on infant care practices. Demonstrate with a life-size doll the correct way to hold, feed, diaper, and bathe a baby. During a laboratory, have students practice each skill and evaluate other students' progress. KEY QUESTION: How might parents feel when they hold, feed, diaper, and bathe a baby for the first time?[B]

Display child safety devices, such as electrical outlet covers, cabinet locks, and door barriers. Explain the concept of child-proofing a home. Lead a class discussion on the cost and inconvenience of child-proofing in relation to possible benefits. With ideas from students, develop a checklist concerning home safety and infants. Assign students to assess the infant safety of their own homes by using the checklist and reporting to the class.

Divide the class into pairs or groups. Have each pair or group select a slip of paper that has one of the following words on it: feeding, stove, changing tables, plastic bag, medicine, bathtub, swimming pool, animals, cars, cleaning supplies, knives, plants, two-story dwelling, stores, furniture, and toys. You may add additional words. Guide each group in selecting a group leader and recorder. Instruct the groups to write rules related to the items they drew for parents to use to protect their infant from harm. NOTE: These safety rules may be edited, typed, copied, and distributed through a pharmacy or public library as an FHA/HERO project. KEY QUESTIONS: Which health and safety hazards concerning infants can be prevented? What are some ways parents can prevent their infants from being harmed?[C]

Ask students if they wear safety restraints while driving or riding in automobiles. Explain the law related to the use of safety seats with infants and young children. NOTE: If possible, obtain copies for students. Have them examine and read safety information about infant car safety seats that you have borrowed, or take a field trip to a business that sells them. KEY QUESTION: Why is restraint in a moving automobile more important for an infant than for people of other ages? CRITICAL QUESTION: What should a safety conscious, responsible parent do when other family members or friends caring for the infant fail to restrain the infant in an infant seat?

Provide the class with information concerning the use of cloth and disposable diapers. Evaluate examples for quality suitable for maintaining health and welfare of the child, convenience, and cost. Display a variety of baby foods and formulas. Have students record the price and information from the label of each food. Lead

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

a class discussion on the importance of a parent being informed about the food that is given to his or her infant.

Consult up-to-date references or have a dietician speak on the changing nutritional needs of infants. KEY QUESTIONS: Is it necessary for a parent to use commercially-prepared baby food? What are some of the common nutritional deficiencies of infants and how can they be prevented? How is the development of the brain and nervous system during the first two years of life related to the caloric and nutritional adequacy of the diet? What considerations and procedures would be involved in preparing homemade baby food? How might parents' food likes and dislikes affect how they feed their infants?[B]

Instruct students to research and write a paper about the advantages and disadvantages of breast-feeding and bottle-feeding infants. Lead a class discussion regarding the results of the research. KEY QUESTION: How is the diet of a nursing mother different from the diet of a mother who is not breast-feeding?[B]

3. Toddlerhood

Define the term *toddler* for the class. NOTE: Toddlerhood starts when a child begins to walk and lasts until a child is approximately three years of age. Ask student volunteers to share experiences they have had with toddlers.

Invite a group of one and two-year-old children to class for a laboratory experience or arrange for students to observe toddlers in a child care setting. Have students weigh and measure as many one and two-year-olds as possible to observe the variation in sizes of the children. In a class discussion, ask students to compare measurements taken during the laboratory experience with average heights and weights of toddlers. KEY QUESTION: Why are size variations in toddlers more noticeable than in infants?[B]

Have students observe toddlers in an outdoor play situation in order to study their motor skills. Have students list each large and small motor skills such as running and throwing, they see demonstrated by the toddlers. Ask students to compare their lists in class. Help students identify additional motor skills that most toddlers possess. KEY QUESTIONS: Why do toddlers repeat the same physical activity over and over? How do the kinds of movements toddlers make compare to movements of adults?

Provide toy catalogs for students to use in identifying toys and play equipment that would be suitable for toddlers. Allow students to work in groups and write a description of how each toy would encourage the development of small and large motor skills in a one

[B] = Basic Skill Reinforcement

or two-year-old child. KEY QUESTIONS: How would a toddler respond if a toy was too complicated or required more advanced motor skills than he or she had? What are examples of items that could be made, or are already available in homes, that could achieve development in children similar to that fostered by commercial toys and equipment?[B]

Use a transparency or pictures in references to point out the differences in body posture and proportion between infants, toddlers, and older children. KEY QUESTIONS: How do the changes in growth rate and proportion of different parts of the body relate to a toddler's learning to walk? body posture?

Set up learning centers for students to review brochures and/or filmstrips and answer written questions about safety needs of young children. Include statistical data about accidents among young children. KEY QUESTION: How do safety concerns of parents relate to toddlers' physical, emotional, and intellectual development?[C]

Tell students that a couple named Jennifer and Joe have a two-year-old son named Kyle whom they have taken to the emergency room at the hospital three times since he was one and one-half years old for drinking cleaning compounds, swallowing aspirin, and falling off the porch. Lead the class in a problem-solving session to identify the possible problems in the home, alternative ways of resolving the problems, and recommended solutions. CRITICAL QUESTION: How can parents protect toddlers against accidents?

Display for the class examples of equipment and clothing that encourage self-help skills in toddlers. Items included may be spoons and cups designed for toddlers, pullover garments, clothing with hook and loop fasteners, and shoes with velcro fasteners. KEY QUESTION: What emotional needs of toddlers are related to their learning to do things for themselves?

Have students interview parents of toddlers to learn what their toddlers do to help themselves, such as dress, and to help others in the household, such as dust furniture. KEY QUESTIONS: What are ways parents can help toddlers learn self-help skills? What are examples of parenting behaviors that discourage such development in toddlers?

Provide students with information about the food and nutrition needs of one to three-year-olds. Help students identify the

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	physical changes that take place in one to three-year-olds that contribute to changing food and nutritional needs. Changes include a decrease in growth rate, development of manipulative and self-help skills, physical independence, development of food likes and dislikes, and the addition of teeth.
	Invite a child care center director or parents of toddlers to speak to the class about the food likes and dislikes of toddlers and the problems involved in feeding toddlers. As a follow-up assignment, have groups of students use the information they have learned to develop menus and feeding strategies for toddlers.
	Guide students in preparing nutritious children's snacks for toddlers involved in a child care laboratory experience, guests visiting the class, or a child care facility. NOTE: Provide information about the basic food groups and caloric needs of toddlers for students to use as a guide. These may be organized in a brochure format that could be used by parents.[B]
	Invite parents to class to discuss the changes that take place in sleeping, feeding, and toilet training routines as toddlers grow older. KEY QUESTION: In what ways can parents handle sleep problems with toddlers? CRITICAL QUESTION: How is physical, intellectual, and emotional development related to a child's readiness for toilet training?
4. Preschool years	As an interesting approach to studying physical development in preschool-age children, have a committee of students plan a preschool play day for their classmates. After consulting references and a preschool or kindergarten teacher, students should plan games and choose toys utilizing small and large motor skills that would be appropriate and enjoyed by three, four, and five-year-old children. The committee can divide the class into groups and lead the students in play. The rest of the class should prepare by reading about and observing preschool motor skills. Have each group evaluate the appropriateness of the games and toys and the simulated play behaviors of the students. KEY QUESTION: How does playing with their children help parents understand their children's needs and capabilities?[B]
	Have students name activities that preschoolers enjoy. As students gives ideas, have them categorize whether the activity promotes physical, intellectual, or emotional development. List activities in columns on the chalkboard.
	Have students work in groups and write skits illustrating basic principles of the Daily Food Guide for children. Students should

[B] = Basic Skill Reinforcement

use props and/or puppets in the skits. The skits may be presented to preschoolers visiting the class, or the high school students may visit local child care centers to present the skits.

Have students pretend they have won a $100 gift certificate from a radio station contest. The gift certificate is to be used at a local toy store or mail order company. Instruct them to visit a toy store or browse through mail order catalogs to select approximately $100 worth of toys that would promote the development of small and large motor skills and fit the interests of their four-year-old child. The resulting report should include a list or pictures of the toys, the prices, and a brief explanation stating why each toy was chosen.[B]

Invite a physician or school nurse to class to talk about the physical characteristics of preschoolers and some of the problems they have. Problems may include thumb sucking, bed wetting, poor nutrition, and dental cavities. KEY QUESTIONS: What is the best way for parents to deal with physical problems of preschool-age children? Which measures are preventive? corrective?

As a Student Occupational Activity, a student may plan and serve interesting snacks to a small child every day for one week. The snacks should be nutritious, meet the caloric and nutritional needs of the child, and fit into the daily menus. A report should be written that includes descriptions of the snacks, the child's response to them, an analysis of the child's nutritional and caloric needs, and how the snack fulfills these needs. The student may include photographs of the snacks. This project may be done with younger siblings, while providing child care, or through special arrangements with the parents of a child.[B]

As a Student Occupational Activity or FHA/HERO project, students may arrange with a local merchant to prepare a window display or store exhibit that educates people about the care of children. For example, a toy store might display toys appropriate for different ages of children, or a grocery store might display foods that would be nutritious meals for children.

5. Middle childhood

Arrange for students to plan and lead school-age children in playground games. Direct students to determine the physical and social development of the children they will be leading and plan appropriate activities. As a class, anticipate problems that may occur and plan ways to handle them. During the next class period, lead a class discussion regarding the experience and evaluate whether physical and social development was fostered as planned.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students observe or recall groups of children in middle childhood to compare the sizes of girls and boys. KEY QUESTION: How does size difference between boys and girls change between first and sixth grade?
	Show pictures of children in early and middle childhood to compare the differences in body proportions, ratio of leg length to height, and shape of face and head. Lead a class discussion on other physical changes that take place during this time, such as growth of teeth, bones, organs, and muscles.
	The FHA/HERO chapter may sponsor a picnic or party for school-age children. NOTE: Big Brothers and Big Sisters or other organizations that give support to children may help in organizing the activity. Students may organize simple games to play that require large motor skills or craft/art activities requiring fine motor skills. KEY QUESTIONS: What motor tasks do boys perform better than girls? girls better than boys? How might parents encourage or discourage children in certain activities because of their gender?
	Invite a social worker or law enforcement officer to talk to the class about some of the dangers a child may experience as a latch-key (self-care) child. Be sure students consider immaturity, lack of skills and judgement, and vulnerability to exploitation as problems children may have that lead to physical and emotional harm. KEY QUESTION: What steps can parents take to reduce potential problems for children in self-care through training, utilization of resources/services, and personal practices?
6. Adolescence	Ask students to summarize physical changes that take place during puberty. Lead a class discussion on the role of heredity, nutrition, and sex hormones in the time table of development. KEY QUESTIONS: What do you wish your parents had told you about your physical development that they did not tell you? Why do parents often have trouble talking with their teenagers about physical changes and sexuality? CRITICAL QUESTION: What is the best way for parents to prepare their child for the physical changes that take place during the teen years?
	Provide a question box and index cards on which students can write anonymous questions related to their physical development. Answer the questions in class.
	Instruct students to conduct research and prepare written reports on maintaining health. Students' reports should address good health practices, such as diet, rest, and hygiene, and situations to be avoided, such as use of tobacco, alcohol, and illegal drugs; eating disorders; pregnancy; and sexually transmitted diseases.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	KEY QUESTION: How much responsibility should be assumed by parents for their teenage children's health practices?[B]
B. Emotional and social development 1. Infancy	Ask students to describe situations that were unfamiliar to them when someone they trusted helped them out or showed them the way. Relate the described situations to the feelings of infants for whom life is an unfamiliar experience. KEY QUESTIONS: In the described situations, did students feel relieved of anxiety? able to explore and have a good time? Lead a class discussion on the importance of an infant developing a sense of trust in order to feel secure enough to become an autonomous, independent, and productive individual. KEY QUESTION: How is the physical care of infants, such as diapering, related to the development of a sense of trust? Instruct students to find magazine pictures that depict positive and negative emotions in infants. The pictures may be arranged on posters or a bulletin board. Have class members identify the specific emotion in each picture and describe how the emotion could be identified from the infant's physical appearance. KEY QUESTION: How does the emotional expression of infants change during the first year? Have parents with infants of different ages tape record their infant's crying and tell why they think the baby was crying. Play the tapes for the class and have students suggest what may be wrong with the baby according to the sound or type of crying. Identify different kinds of cries and how parents can deal with them. Lead a class discussion on how a quick response to an infant's distress signals helps develop a sense of trust and a happier baby. KEY QUESTION: What is the function of crying in infancy? Ask students to think about an attachment relationship they have, such as parents, friends, and siblings, and describe some of their behaviors that indicate attachment. These may include wanting to be close and providing food or protection. Define *bonding* as the special feeling mothers and fathers establish with a newborn infant during a special readiness period immediately following birth. KEY QUESTIONS: What are some behaviors that parents exhibit that indicate bonding? How is the birth experience related to the bonding experience? How is bonding or the lack of it related to child abuse and neglect?
2. Toddlerhood	Instruct students to study references on the social and emotional development of toddlers. Have students make a list of different

[B] = Basic Skill Reinforcement

social and emotional characteristics of toddlers and beside each characteristic write a suggestion for parenting. An example is as follows: Toddler is independence-seeking; parent should set limits.[B]

Lead students in brainstorming for ideas on why the age of two is referred to as "The Terrible Twos." Help students think of other ways to better describe toddlers. Examples include curious, autonomous, independence-seeking, aware of self-will, fast-learning, desiring sameness, and impulsive. KEY QUESTION: What are some examples of the frustrations parents of toddlers may feel that result in them developing a negative view of toddlerhood?

Define *autonomy* in toddlers as the assertion of their own will through self-control. Explain the relationship of autonomy-seeking and social/emotional development in toddlers. Contrast this with the development of shame and doubt as described by Erik Erikson. KEY QUESTION: What are indications that a child is developing autonomy? CRITICAL QUESTION: How can parents foster autonomy in toddlers while keeping them safe and preventing conflicts?

Have two students role play the parts of a parent and a two-year-old. Instruct the parent to use a negative tone of voice, be restrictive, and give orders to the toddler. Have the toddler give negative responses. Ask for a volunteer to role play a parent who expresses understanding of the child's feelings, is less restrictive, gives the toddler choices, and helps build the toddler's self-esteem. Lead a class discussion regarding the results of both approaches and compare how effective each approach is. KEY QUESTIONS: Why do parents sometimes feel conflict with their child's growing independence? What are parents giving up as their child becomes more independent?

Have students read references concerning the development of self-esteem and self-concept in children. KEY QUESTIONS: What factors affect the formation of self-esteem and self-concept? At what age does formation begin? What behaviors reflect a child's self-concept? What parenting behaviors can enhance a child's self-esteem?[B]

Show the class slides or pictures of toddlers portraying emotions, such as affection, fear, and anger. Instruct students to choose one of the illustrations and write a short story about the toddler and why he or she is demonstrating that particular emotion. Have volunteers read their stories to the class and discuss them.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Lead students in using a problem-solving approach to resolve the problems of a parent who stays home alone with an active, curious, and negative two-year-old while the spouse travels on business during the week. CRITICAL QUESTION: How can a parent who is caring for a toddler full time minimize fatigue and stress?
	Assign students to read about the social development of toddlers and report on characteristics of social development, importance of same-age playmates, and conflicts that occur between toddlers. KEY QUESTION: How does parallel play in toddlers lead to conflicts over toys?[B]
3. Preschool years	Lead a class discussion regarding the development of initiative in preschool-age children according to the theory of Erik Erikson. Have students give examples of toys and play equipment that promote initiative in children. NOTE: Display toys for students to evaluate.
	Using a fishbowl technique, have a group of students take the role of preschool teachers solving a problem of working with a child who shows little initiative, assumes no responsibility for himself or herself, and expresses excessive guilt about mistakes. CRITICAL QUESTIONS: What kinds of routines, play activities, and guidance techniques could be used to encourage a sense of initiative and minimize guilt? Would it be helpful for parents to give the child more responsibility and praise at home? How could this suggestion be made tactfully?
	Lead a class discussion on how the acquisition of skills helps children have more self-confidence. Provide students with resources and instruct them to plan activities for preschool children. Activities should be planned for the following categories: manipulative (puzzles and games), verbal (language activities), and expressive (art, music, drama). As a class, evaluate each activity according to how well it would teach children new skills to improve self-confidence. Arrange for students to carry out the activities with a kindergarten class or children visiting the classroom.
	To demonstrate the importance of friendship among children, show students a series of cartoons, such as Dennis the Menace, using transparencies and an overhead projector. KEY QUESTIONS: How do friendships promote social and emotional development? Why do preschoolers tend to have a small circle of friends? What are some ways parents can support children's friendships without intruding?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students compose a list fears that are common among preschoolers. Lead a class discussion on how a young child's limited intellectual development and imagination produce irrational fears. KEY QUESTIONS: How can parents minimize the fears of preschoolers? What types of television shows, movies, and books might parents of a preschooler prohibit if their child tends to be fearful?
	Lead a class discussion regarding how imitation and role modeling help children learn gender roles. Have students describe examples of children imitating adults. KEY QUESTIONS: What are some role models on television that children may imitate? Are they models that promote healthy emotional and sex-role development? What is the parents' role in interpreting the behavior of television characters to children?
4. Middle childhood	Assign students to read and study about the development of a sense of industry in middle childhood as related to Erikson's Eight Stages of Development. KEY QUESTIONS: What results when children do not develop a sense of industry? How does this affect their development of a sense of identity in adolescence? CRITICAL QUESTION: How can parents help their child develop a sense of industry?[B]
	Have students work in buzz groups to create lists of jobs and responsibilities that would be appropriate for school-age children. Have each group decide upon one household job, plan how they would teach it to a child, and demonstrate the lesson to the class. KEY QUESTIONS: How could home responsibilities help a child develop a sense of industry? How could too much responsibility or tasks that are too difficult produce a sense of inferiority?
	Lead a class discussion on the value of teaching decision-making skills to the school-age child. Have the class decide on a strategy for involving children in money management tasks through the use of allowances. CRITICAL QUESTION: How may parents help their children succeed in utilizing decision-making skills?
	Have groups of students develop family sociodramas to resolve the following situations in which children need help fulfilling responsibilities: 1) Suzanne begged to take piano lessons, but she postpones practicing each day until it is too late. 2) David loves to play with his dog but forgets to feed him, as he promised to do. 3) Sally whines and makes excuses about making her bed and picking up her clothes in her room.

[B] = Basic Skill Reinforcement

Have students act out ways parents can support responsibility-taking. Lead a class discussion regarding how the kind of parental support given affects how the child responds. CRITICAL QUESTION: How can parents promote a positive self-image in their children through their approach to responsibility?

Have students tell what they remember being afraid of and/or worrying about when they were in elementary school. Type the list, make copies, and ask elementary teachers in different grades to have their students check fears and/or worries that are typical for them. Leave space at the bottom of the page for adding fears not included on the list. Have a committee of students tally the responses, determine the percentages of children checking each category, and report to the class. Ask students to compare findings to information in reference material about fears of school-age children. Draw conclusions as a class. KEY QUESTION: What characteristics of intellectual, social, and emotional development are related to the kinds of fears children in middle childhood have?[B] [C]

Lead a class discussion on the importance of friendships to social development in middle childhood. Have students list characteristics typical of friendships at this age. Examples include same sex friends, moving from self to other-centered, and secret clubs.

Present the following situation for the class to consider: An eleven-year-old girl's peer group has fulfilled two of the purposes of friends by giving her emotional support and more independence from adults. However, the peer pressure to conform to group standards, including trying alcoholic beverages, has gotten her into trouble on several occasions. Have the class simulate a decision-making process of ways her parents could help her resist negative peer pressure without alienating her from her friends. KEY QUESTIONS: What would be the possible results of actions taken? How will others involved, such as other children and their parents, siblings, and grandparents, view the problem? CRITICAL QUESTION: What guidance would most benefit the daughter emotionally and socially?

As a special project a student could find out which local organizations help school-age children learn social skills and learn to follow rules. Students should report their findings to the class. NOTE: Working as a volunteer to help with events or functions sponsored by such organizations would be a way for students to learn more about middle childhood and develop skills in working

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

with children in this age group. This could be an FHA/HERO project. KEY QUESTION: In what ways can parents who are working as sponsors in their children's activities contribute to a strong parent/child relationship? CRITICAL QUESTION: What are ways busy, working parents can support their children's activities in youth organizations?[C]

5. Adolescence

Have students review Erik Erikson's theory of development. On the chalkboard, write "Sense of Identity" at the top of one column and "Sense of Role Diffusion" in the other column. Ask students to suggest aspects of a teenager's life that might contribute to each. Lead a class discussion on the importance of the self-identify for healthy development. KEY QUESTION: Why is the development of a sense of role identity in adolescence important for later success in marriage, parenting, and job/career? CRITICAL QUESTION: If you were a parent and wanted your daughter or son to develop a sense of identity, what would you be like?

For one week, have students use graph paper to chart their daily moods from very positive to very negative. NOTE: Accuracy is not important, just students' perceptions. At the end of the week, ask students to think back about how their parents reacted to their moods and discuss ways parents can help them best. KEY QUESTIONS: What factors seemed to influence the general nature of their moods? What factors seemed to become more positive? negative? How will your ability to control or manage moods affect relationships? success in school or the adult world?

Invite a mental health professional to speak about the development of self-esteem and self-concept. KEY QUESTIONS: How do parents contribute to the self-esteem and self-concept of their sons and daughters? What can parents do to enhance the self-esteem of their teenagers? How do teenagers communicate their needs for positive reinforcement and recognition to their parents?

Divide the class into groups consisting of a presenter, helper, and observer. Have the presenter describe an issue she or he feels strongly about related to parent/adolescent relationships. The helper should ask questions and provide feedback, responses, suggestions, or comments. The presenter and observer should then give the helper feedback about the helping techniques used that were helpful and techniques that were not helpful. Have students discuss the relationships and the support that families and friends provide to adolescents and their parents when there is a problem. KEY QUESTIONS: Did the helper appear empathic? supportive? CRITICAL QUESTIONS: How can relationships between parents and their teenagers be improved? How is

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	communication between a teenager and his or her parents related to the communication patterns established during infancy, toddlerhood, preschool years, and middle childhood years? Have students plan, write, and edit a newsletter about adolescents to be distributed to their parents. The articles should be based upon factual information students found when reading and researching. The newsletter may contain statistics, results of class/school surveys, and letters to the editor.[B]
C. Intellectual development 1. Infancy	Have students read references describing the following abilities of infants: 1) Sight and perception 2) Hearing 3) Smell 4) Taste 5) Voice and crying 6) Motor skills Lead a class discussion on how infants learn primarily through their senses.[B] Lead a class discussion regarding how parents provide stimulation for their infants by structuring their environment and by interacting with them directly. Assign students to groups representing the different senses—sight, hearing, smell, taste, and touch—to develop ideas for activities parents can use to stimulate their infant's development. Have a representative from each group use a doll to simulate one activity. Lead a class discussion on the values of infant stimulation. Include pleasure for the infant and parent, encouragement of physical and intellectual development, and a strengthened bond between infant and parent. Point out the importance of following an infant's cues and allowing the infant to initiate as much interaction as possible. Lead a class discussion on the importance of protecting infants from overstimulation from their physical and social environment. KEY QUESTIONS: What are situations in which infants may become overstimulated? How do infants respond to overstimulation? Why is overstimulation a problem for infants? Present common situations in which infants become overstimulated and have students suggest ways parents can mediate and lessen the infant's exposure to stimulation. Examples include relatives constantly playing with the baby at a family reunion and a stereo and other appliances making loud noises.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students consult references and define words related to intellectual development during infancy. Include words such as *cognition, assimilation, accommodation, perception,* and *sensorimotor stage.* KEY QUESTIONS: What are examples of accommodation and assimilation? How is perception related to cognition?
	Show the class an audiovisual that explains Piaget's periods of cognitive development and shows children in each of the periods. KEY QUESTION: Why is a range of ages given for each period? Do most children enter these periods at the same age? Why or why not?
	After studying Piaget's sensorimotor period, invite parents to visit class with infants and toddlers who are ages zero to one month, one to four months, four to eight months, eight to twelve months, twelve to eighteen months, and eighteen months to two years. Prior to the classroom visits, have students plan laboratory activities for children to participate in while visiting the school. NOTE: Plans for the activities must be carefully arranged and the students must be knowledgeable regarding the roles they will assume with the children. During the laboratory experience, direct students to record any evidences they see of cognitive development corresponding to the different periods of development. Videotape the class visit. At a later time, review the tape with the class and point out evidences of cognitive development.[B]
	Have students collect or create ideas regarding ways to play with babies who are developing a concept of object permanence. Ask students to share their ideas in class. Examples include peek-a-boo and jack-in-the-box.
2. Toddlerhood	Review Piaget's six stages of the sensorimotor period to identify characteristics of intellectual development in children between one and two years of age. Demonstrate some of Piaget's experiments with this age after instructing a student how to appropriately role play the child. KEY QUESTIONS: What do one and two-year-olds learn? What type of environment is most conducive to learning at this age? Why is self-directed play more appropriate than a structured school setting for intellectual development of toddlers? How does providing a safe environment contribute to learning in toddlers?
	Read one of the Curious George picture books to the class as a discussion starter for the role of curiosity in motivation and learning. KEY QUESTIONS: What are some ways parents

[B] = Basic Skill Reinforcement

encourage and discourage curiosity in toddlers? Why is a child's curiosity often a problem for parents?

Arrange to borrow picture books suitable for toddlers. After reading/looking at a book, have students write a book review that includes a critique of the following desirable features:

1) Easy to handle
2) Simple, attractive pictures
3) Familiar concepts
4) Relates to toddlers' experiences with feelings, objects, people, and situations
5) One idea covered on each page

Lead a class discussion regarding the importance of reading books to toddlers to enhance their development of concepts and language.[B]

Tape record and play for the class conversations among several two-year-old children. Have students listen for similarities and differences among the children in their articulation of sounds (especially consonants); word order; grammar; use of single words, phrases, and sentences; and substitutions for words. Lead a class discussion regarding how talking at this age may vary with sex, mental ability, interest, stimulation from environment, need for speech, and hearing ability. CRITICAL QUESTION: What adult practices encourage language development in toddlers?

3. Preschool years

Show students an audiovisual or have them read about Piaget's preoperational period of cognitive development in preschool-age children. Have them list characteristics of thinking and abilities of children during this period. Students should consider fantasy, animism, intuitive problem solving, deferred imitation, symbolic play, drawing, mental images, and use of language NOTE: Animism is the belief that inanimate objects have human qualities and are capable of human action.[B]

Through various methods, illustrate obstacles that interfere with logical thinking in preschoolers. Include activities or experiments such as the following:

1) Egocentrism Role Play: Assume the child's role and have a student assume the role of an adult. Sit opposite of the adult while a student holds up a picture the adult cannot see. Look at the picture and comment on the picture as if the adult can also see it. Explain that egocentrism involves a child's inability to distinguish easily between his or her own perspective and that of someone else.
2) Centration Experiment: Pour equal amounts of liquid into two different sized glass jars. Explain that preschoolers

[B] = Basic Skill Reinforcement

often judge that the taller jar contains more liquid, even when they observe that the same amount of liquid has been poured into each container. Describe centration as a narrow concentration on one feature of the situation to the exclusion of others.

3) Irreversibility Activity: Use play dough to demonstrate lack of reversibility in preschool children. Roll a ball of play dough into another shape. Explain that preschool children are not capable of understanding that the play dough weighs the same as before.
4) Transductive Reasoning: Provide students with an example of typical reasoning that a preschool child is likely to exhibit such as, "The sun always comes up right after we get out of bed, so our getting out of bed makes the sun come up."

Lead a class discussion regarding each characteristic of preschool children and have students identify other examples. NOTE: There are resources available describing Piagetian experiments that may be used. KEY QUESTION: How does understanding children's reasoning help a parent?

After discussion and reading, have students observe preschool children in a nursery school or kindergarten and record examples of children's logical knowledge concepts. Include classification, seriation, number, space, and time. After observations, have students report their findings to the class. KEY QUESTION: How might children's immature conceptual thinking lead to communication problems with adults?[B]

Have students brainstorm for household activities that provide opportunities for children to learn math and science concepts. Examples include counting silverware to set the table and dissolving and congealing gelatin. Assign students to groups and divide the list of ideas among the groups. Have each group write directions on an index card for carrying out each idea. Groups should identify the concepts learned through each activity and write questions that might be asked to extend a child's thinking. A card file should be organized or an idea book developed using the activity ideas. Submit a few of the ideas to the elementary parent/teacher organization newsletter for publication or help students publish a newsletter for parents of kindergarten students in the school.[B]

Have students work in groups to develop table games that would help preschool children learn various math and science concepts. Students may share the games with a class of children and/or work with children in learning to play the games.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students check out picture books from the library that would help children learn concepts. Instruct students to write questions about the book that would extend children's thinking.
	Have an early childhood teacher record the speech of three-year-olds and five-year-olds. Play the tape for the class and have students point out differences in grammar and difficulties in articulation. KEY QUESTION: How can parents promote language and speech development in children?
	Arrange with preschool and kindergarten teachers to borrow samples of drawings and other work for each age and/or grade. Help students analyze the drawings and work in terms of physical and intellectual development. KEY QUESTION: What kind of art media and experiences should parents provide to enhance development?
	FHA/HERO members can develop skills in working with children by forming a children's story hour or puppet show. The story hour or puppet show could be held on Saturday mornings in conjunction with a local library, parks and recreation program, or elementary school.[C]
4. Middle childhood	Define *operations* as the thought processes based upon logic more than perception that are characteristic of the middle childhood years. Have students read about Piaget's concrete operations period of cognitive development and give examples of thinking processes of children at this age.
	Have students visit a toy store or look in a toy catalog to list examples of toys and games that could encourage intellectual development in school-age children. Toys and games that require classification of objects (colors), seriation, use of numbers, deductive reasoning skills, and use of language are appropriate.
	Assign students to bring to class examples of ways school-age children enjoy their mastery of language. Examples include riddles, puns, games, and coded language. KEY QUESTION: How might a parent's attitude toward a child's use of language affect the child's language and social development?
	Invite a school counselor or teacher (perhaps retired) to talk about ways to teach children in the middle years. Ask the speaker to suggest ways parents can help children with their homework and encourage them in school. KEY QUESTIONS: What are signs that parents should be concerned about their children's learning? What is the best way to help the child?

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students interview children ages six to twelve (or their parents) to find out how many hours in a typical day they watch television. Lead a class discussion on the effect of excessive television watching on a child's intellectual, social, and character development. Have class members contribute to a list of positive and negative outcomes of watching television several hours each day. KEY QUESTIONS: What do children learn from watching television? What are values children observe on television that would not be values parents would want their children to adopt? How does the mental task of watching television compare with reading? Is reading or television more likely to promote mental development?
5. Adolescence	Have students study references explaining Piaget's theory of cognitive development in younger and older adolescents. Lead a class discussion on the differences in egocentrism, logical thinking, and thoughts about the future for different ages. KEY QUESTION: Why do the emerging intellectual skills and independence of thought in young teens often lead to arguments with adults?[B]
	Provide or have students bring board and card games for students to play in class. The games should utilize students' intellectual skills of memory, inductive reasoning, ability to make decisions based upon several alternatives, capability of thinking about and comparing moral values, ability to speculate about the thinking of other people, and consideration of hypothetical situations. Games that utilize intellectual skills include Trivial Pursuit, Scruples, and Chess. Have students analyze the thinking skills required for the games they played.
	Have students draw a symbol that holds meaning in their lives. Students may chose to share symbols with the class. Lead a class discussion on the importance of family symbols, traditions, and rituals to adolescents. KEY QUESTIONS: Why are symbols and symbolic activities more appealing to teenagers than their younger brothers and sisters? How is this adolescent characteristic related to intellectual development?
	NOTE: It is recommended that Section G of Unit II be taught following Section C.
D. Characteristics of children's development	NOTE: It is recommended that Section D be taught first in Unit II.
1. Understanding children	Show a poster with a picture of a little girl and the caption, "Hi! My name is Sally." Read Teaching Aid 8, Letter From Sally, to

[B] = Basic Skill Reinforcement

the class. Have students respond by writing a letter back to Sally. Lead a class discussion regarding students' letters.[B]

Ask students to close their eyes, relax, and gradually think back to an earlier age and remember the first experiences they had with the following:

1) The first pet they ever had
2) Their first experience of death (a pet, grandparent, friend)
3) The earliest memory of their family
4) Their first day in school
5) First friend remembered and activities done together
6) Being afraid

Have students share their memories in groups. KEY QUESTIONS: What have you learned about yourself? Are there other firsts that you can identify and share with others? What impact have these firsts had and are continuing to have upon your life? What were some positive and negative firsts you remembered? CRITICAL QUESTION: What did you learn from your firsts and those of others that could help you become a better parent?

Have students list emotions common to most people. Ask them to compare how a three-year-old, seven-year-old, and ten-year-old child might express the same emotion. KEY QUESTION: How can parents get in touch with their child's feelings?

Provide students with children's picture books depicting a child's view of life. Have students discuss what they learned about children from reading the books. If possible, arrange for the students to read the same books to children. To further understand how children think, students should plan questions to ask the children. NOTE: Arrange for foreign books to be borrowed from a foreign language department or a bookstore for review by students. KEY QUESTIONS: How does a child benefit from hearing the stories read and talking about them? How would children's books from other countries be similar to or different from books read by American children?

2. Concepts related to development

Introduce important child development terms and their definitions to students. With poster board, construct a giant spinner game for use by students. Refer to Teaching Aid 9, Spinning for Terms Game.

Differentiate between *growth* (physical increase in size and weight), *development* (changes according to a predictable sequence), and *maturation* (combined process of growth and development). Check for students understanding by having them

[B] = Basic Skill Reinforcement

give examples of each concept. KEY QUESTION: How are growth, development, and maturation related?

Ask students to volunteer to bring records of their growth rate and markers of their development to class. Point out the periods of rapid growth and development and individual differences between individuals of different sex, genetic makeup, and health and nutrition backgrounds. Have the class consider different methods used by parents to trace the development of children.

Secure from a medical doctor or pharmaceutical company male and female growth charts for each member of the class. Note for the class the range of normal growth and the differences between males and females at different stages of development. KEY QUESTIONS: How do prematurity and low birth weight affect the growth of an infant? toddler? preschool child?

Use an audiovisual or a developmental chart to illustrate the stages of development. KEY QUESTIONS: Why are developmental stages more helpful to parents than chronological age in understanding normal development? Can a child be taught to move through the developmental stages more quickly? Why or why not? If so, is it advisable?

Have students design and illustrate posters based on what they have learned about the positive and negative influences on children's development. The posters should include positive and negative influences of nutrition, environment, glands, genetics/heredity, accidents, illnesses, and disorders . Pictures and drawings may be used to give specific examples. Allow students to set up a display of posters in the classroom or hallway. NOTE: This may be a group activity with different group members researching different influences.

Assign students to write in their own words a definition of *environment*. Ask students to share their definitions in class. Explain that environment is physical, cultural, and social/interpersonal. Consider how each person's environment is different. Have students give examples of ways the environment that a sibling grew up in may be different from their own. KEY QUESTIONS: What are some desirable characteristics of an environment that promotes overall development in infants? children? adolescents? Why do environmental needs change as one grows and develops?

List different stages of development, such as infancy, toddlerhood, preschool years, school-age years, adolescence, and adulthood, on the chalkboard. Have students give examples of people who may be in the social/interpersonal environment during

each stage. Lead a class discussion regarding how a child's environment changes and expands as he or she progresses through developmental stages.

3. Kinds of development

Hang sheets of newsprint or butcher paper on the walls of the classroom. Title the sheets of paper Physical Development, Emotional Development, Social Development, and Intellectual Development. After discussing, reading, and studying the different areas of development, students should circulate around the room and use felt markers to write examples of specific ways each type of development is observable in children.[B]

Divide the class into four groups to represent the following areas of child development: physical, emotional, social, and intellectual. Using Teaching Aid 10, Helping Children Develop, have students brainstorm for examples for different ages in their assigned area of development. NOTE: An example of physical development might be a toddler who learns to feed himself or herself with a spoon. Have students determine some of the parents' roles and responsibilities related to each example. KEY QUESTIONS: How does knowledge of how children develop help parents fulfill their roles and responsibilities? How do parenting roles and responsibilities change as a child becomes older?

E. Effects of play on development

1. Value of play

Lead a class discussion on the value of play. Introduce the topic by asking the class if they like to play and why they like to play. Have the class list ways in which physical, intellectual, social, and emotional development is fostered in children through play. Emphasize that play is the primary tool used by young children for learning and development.

Show an audiovisual to the class about the play of young children. Prepare the students by giving them an outline of the audiovisual. Students may use the outline to take notes of the key ideas.[B]

Present a situation to the class in which parents believe their three-year-old child is wasting time by playing in nursery school rather than learning. Instruct students to write a letter to the parents explaining why it is important for the three-year-old to play in nursery school and how young children learn best through play.[B]

Using slides or an opaque projector, show the class illustrations of children who are playing. Have students identify what the child might be learning in each particular play situation. Ask students to categorize the learning as physical/motor, emotional, social, or intellectual.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
2. Kinds of play	Invite parents to bring their eight-month to one-year-old babies and some of the babies' toys to class so students can watch the babies play. Arrange for the parents to play with the babies part of the time. Allow the babies to play alone part of the time. Point out the different patterns of babies' play, such as parent/child play, play with objects, and play with self. KEY QUESTIONS: What does an infant learn from each pattern of play? How does an infant learn to play? Arrange for several parents to bring their toddlers, ages eighteen months to two years, to visit the class. Students can prepare by setting up play activities such as play dough, blocks, toys, and crayons. Allow children to play freely with their parents' supervision. Tape a tag identifying a first name and age to the back of each child. Assign each student to observe one of the toddlers and record the findings on Teaching Aid 11, Watching Toddlers Play. Students should note whether the toddlers play alone, with another child, next to another child, or with their parents. At the next class period, have students consult the observations they recorded and reflect on the toddlers' play. KEY QUESTIONS: What are the characteristics of toddlers' play? How does play contribute to the children's social development? How did the parents contribute to their children's play? What are the roles of toys in children's play? What types of toys did the toddlers seem to like to play with most? Arrange a field trip to a preschool or child care center that has play or learning centers arranged for free choice by the children. Have the students make notes of the different kinds of play centers. Play centers may include outdoor large motor play, manipulative small motor play, sensory play, dramatic play, housekeeping and doll play, block and construction play, electronic play, and creative movement. Follow-up by having the students describe what the children were doing and saying in the different play centers and identify the different kinds of development being promoted through each kind of play. KEY QUESTIONS: Is watching television a form of play? Why or why not? Use Teaching Aid 12, The Three Year Old, Teaching Aid 13, The Four Year Old, and Teaching Aid 14, The Five Year Old, to lead a class discussion on the kinds of play activities needed by three, four, and five-year-old children based upon their developmental characteristics.
3. Toys	Ask students who still have toys from their childhood to bring a favorite one to class and tell about their memories of playing with it. Ask the other students to tell what they remember about playing with toys when they were young children. KEY QUESTIONS: What toys were your favorites during childhood? Were the fond

memories about play and toys more a result of age level appropriateness, emotional circumstances, or both?

Display equal numbers of different categories of toys. Categories may include expensive, single-use toys, such as ones that make a sound when a string is pulled; simple, versatile toys, such as a ball; and household items children like to play with, such as large boxes or pots and pans. Divide the class into three groups. Assign one toy category to each group of students. Have the groups compete to see how many ways they can think of to play with each toy or item in their category. Provide information on costs of each item and have students discuss the relative value which would be received from each item. Further discussion may include the developmental value of each toy or item to an infant, toddler, or preschool-age child.

Display blocks, puzzles, and dolls in the classroom. Have one student pretend to be a two-year-old child and another student pretend to be a five-year-old child. Have students role play what they would do with the objects on display. After the role play, ask other students if they agree or disagree that the play demonstrated was appropriate for the ages of the children. If there is disagreement, have students demonstrate what they think two-year-olds or five-year-olds would do with the toys. The follow-up discussion may include stressing the importance of choosing toys or play activities that are appropriate for children's age and development. KEY QUESTIONS: What developmental characteristics of two-year-olds lead to their play behaviors? five-year-olds?

An FHA/HERO service project could be to conduct a competition for making children's toys from household and throwaway items. A committee would need to consult references on making homemade toys and develop a list of materials needed. A scavenger hunt could be organized for members of teams to secure the needed materials from their relatives and friends. The winners could deliver the toys to a selected child care center.[C]

F. Guidance and discipline
   1. Introduction of parenting skills
      a. Attitudes and beliefs

In order for students to discover their common experiences and plans related to children, have them interact with each other and find others in the class who can answer "yes" to the statements listed on Teaching Aid 15, What's True with You About Children? KEY QUESTION: How will your experiences with children benefit you when you become a parent?

Have pairs of students interview each other and ask the following questions: What experiences have you had with children? What

[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	are your plans for future experiences with children? What would you like to know about children? What kinds of caregiving responsibilities could help you learn more about children? Students should record information during the interview. Have students introduce each other to the class based on the information gained in the interviews.[B]
	Have students complete Teaching Aid 16, Getting to Know You, about their parents. Students may need to consult their parents to complete the questionnaire. NOTE: The questionnaire may be adapted for students with a single parent. CRITICAL QUESTION: How may parents' sharing information about themselves with their children affect the parent/child relationship?
	Use an opaque projector or a bulletin board to show students pictures of infants and children in various situations. NOTE: Pictures should include children of different ages and illustrate different emotions. Pictures of handicapped children, children of poverty, children who are ill, and children of different races may be included. Number the pictures and have students number their responses to correspond. As each picture is shown, have students write one sentence describing their feelings about what is taking place. Ask students to code each sentence with a P for positive or N for negative. Have students discuss their reactions. KEY QUESTIONS: What experiences have you had with children that might have caused your responses? From your reactions to these pictures, how do you feel you would relate to children?[B]
	Assign students to write letters to a newborn baby. Students should respond to the following questions: What would you like to tell this child who has just come into the world? What do you know that you want the child to know? What hopes and fears do you have for the baby? Ask volunteers to read their letters.[B]
	Title a bulletin board or poster, "Characteristics of Good Parenting." Provide students with circles of paper on which they may write different characteristics of good parenting. Have students add circles to the bulletin board throughout the course of study.
b. Roles and skills	Have students list the different roles parents play in the lives of children. Have them compare their lists with the roles listed on Teaching Aid 17, How Are These Like a Parent? Lead a class discussion regarding how parents, in their experiences, are like or unlike each item on students' lists and the teaching aid. KEY QUESTION: From this discussion on parenting roles, what conclusions can you make about what parenting would be like?

[B] = Basic Skill Reinforcement

As a special project, students may write and present a play, based on library research, about parenting in another era. The drama department in your school may be interested in cooperating with this project. NOTE: As an alternative activity, have students read aloud in class an existing play or short story that depicts parenting in the past. KEY QUESTIONS: What aspects of parenting seem to remain constant through the years? What are areas of change?[B]

Write various desirable characteristics of children on index cards and distribute them to groups of students. Desirable characteristics might include independent, cooperative, loving, and patient. Have each group brainstorm for a list of parenting practices that would help children develop the characteristic listed on their assigned card. A recorder/reporter chosen by each group should report to the class. Have students compare their lists and evaluate them as a class.[C]

Emphasize the many skills needed by parents. After discussion and reading, students should compose a written advertisement for a parent of an infant, a toddler, a preschooler, an elementary school child, or an adolescent. Students should include skills and characteristics needed by a parent for the age of the child chosen. NOTE: Students may work in groups to complete this assignment. A variation is to have students write and record spot announcements for radio or television regarding skills and characteristics necessary to parent children of different ages.[B]

As an enrichment experience or Student Occupational Activity, students may construct a board game that follows the parents' path from their child's infancy through adolescence. A spinner or dice may be used to indicate how far a player moves. Birthdays and childhood events can be used to mark the path. Successes or special events, such as awards at school, may be indicated for a player to win an extra turn. Crises or problems, such as illness, may be indicated for a player to miss a turn.

Have a "Six O'clock News" broadcast or a "Donahue" style show with a student newscaster/program host interviewing parents of different ages of children about their children and/or their experiences as parents. All of the students may contribute interview questions. NOTE: Screen the questions and use only the most instructive or educational ones.

Have students set up a talk show in class. Let the class choose a topic related to parenting. Student volunteers should study the topic and role play the talk show host and guests. The remaining

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[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	students should study resource materials to develop questions to ask the talk show panel.[B]
	Provide groups of students with crayons and large sheets of paper. Have members of each group draw a card assigning them to be a nursery school teacher or one of the children in the nursery school. Designate children with different personalities, such as quiet, shy, whiney, or hyperactive. Have each group simulate art time at nursery school. The group member assigned to be the teacher should be instructed to guide the children and talk to them about their work. Afterwards, have each teacher tell what was easy and hard about being the teacher. A class discussion may follow in which students contribute ideas for types of skills a teacher or parent would need in order to work with children of different personalities and/or temperaments.
2. Parental responsibility	Write the words "child guidance" on the chalkboard. Have each student write down the first word that comes to her or his mind. Ask students to share the words they associated with child guidance and write them on the board. Follow the same procedure after writing the word "discipline" on the board. KEY QUESTION: What are the differences in the concepts of child guidance and discipline?
	Lead a class discussion on the responsibility parents have for child guidance. KEY QUESTIONS: What are the goals of child guidance? Where do we get ideas about what is appropriate in guiding children? How do values dictate how parents rear their children?
	Lead a class discussion on the following statements: 1) "Perfect children don't exist." 2) "Perfect parents don't exist." KEY QUESTIONS: Do you agree with the statements? Why or why not? How do your beliefs affect your guidance and discipline of children?
3. Beliefs and philosophy	Stress the importance of careful planning for child guidance by reading and discussing the following family dilemma: Tom, a widower, and Jane, a divorcee, recently married. Jane's eight-year-old daughter has begun to throw temper tantrums, to lie to Jane, and to steal change from Jane's purse. Tom and Jane had not discussed their philosophies regarding child guidance before they married. KEY QUESTION: What are some of the problems Tom and Jane may encounter related to child guidance? CRITICAL QUESTIONS: How could the problem possibly have been avoided if Tom and Jane had discussed their beliefs on child guidance before they were married? What steps would you

[B] = Basic Skill Reinforcement

suggest now to preserve Jane and Tom's relationship while addressing the child guidance problems they face with Jane's daughter?

Lead a class discussion regarding how beliefs and values are inherent in a carefully planned approach to child guidance. Distribute proverbs and epigrams written on slips of paper for the students to discuss in groups. Examples to include are the following:

1) "Children are what their mothers are."
2) "What is learned in the cradle lasts until the grave."
3) "A colt may break, but a horse you never can."
4) "As the twig is bent, so grows the tree."
5) "Children are what they are made."
6) "Spare the rod and spoil the child."

Have students discuss their interpretations of meanings and implications for child guidance. Tape record the discussion and play the recording for students later. Students may develop a bulletin board using the proverbs and epigrams or write their own proverbs about parents and child rearing.

Have students divide into pairs and write a philosophy of child guidance and discipline. Ask students to read their philosophies to the class and discuss them. KEY QUESTIONS: How easy or difficult was it to agree on the philosophy? How similar or different is your personal, philosophy to the practices in your own family? What are the basic differences in philosophies among the class members? How does one develop a philosophy of child guidance and discipline? Do parents change their philosophy? What factors may cause a change?[B]

Assign class members to interview an older mother or father and a young mother or father to learn about their experiences, methods, and problems concerning child guidance. Ask the parents to describe how they discipline their children. Have students report to the class on the similarities and differences between methods used by the two ages of parents. KEY QUESTIONS: Do most parents have the same experiences with child guidance? What are some of the factors that affect parents' experiences, guidance methods used, and problems in child guidance? Do mothers and fathers share similar views? younger and older parents? Why or why not?

4. Parenting styles

Lead a class discussion on the following statement: "Well-adjusted children come from highly restrictive homes, and well-adjusted children come from highly permissive homes." KEY QUESTIONS: Is this statement true? Why or why not?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students read references that describe different styles of child rearing/discipline and their effects on children. Provide students with the following definitions : 1) *Democratic style*—includes loving but firm discipline; children are shown respect and given reasons for limitations 2) *Authoritarian style*—involves absolute standards being enforced punitively 3) *Permissive style*—involves non-punitive and acceptance methods, with few attempts to regulate child behavior[B]
	Using Teaching Aid 18, Parental Styles of Discipline, guide students to predict parenting behaviors in child-related incidents. CRITICAL QUESTIONS: What child behavior might result from each parenting style? What are some of the possible goals of each style of parenting?
	Divide the class into groups. Instruct each group to write a series of disciplinary incidents using permissive, democratic, and authoritarian approaches. Direct students to role play selected incidents for the class. Each incident should include the child's age and a description of the misbehavior, parental disciplinary action, and reaction of the child to the discipline. Ask for the class's reaction to the situations.[B]
	Present the following proposition, or one of your own, to the class: A democratic style of guidance best prepares children for living in today's society. Have a jury trial for students to argue the merits of the proposition. Select a defendant, attorneys, witnesses, and researchers for each side. The teacher, or a responsible student, may act as judge. One student may be the court reporter and keep a record of what is said, other students may act as court officials, and the rest of the class will be on the jury. Instruct all class members to research the problem/proposition. Conduct the trial by following these steps: 1) The attorneys open with their arguments. 2) Witnesses present their evidence. 3) Attorneys question and cross examine. 4) Attorneys from each side summarize, with each pointing out how the evidence favors his or her side. 5) The judge summarizes and points out errors in arguments, fallacies, misstatements of fact, and gives the charge to the jury. 6) The jury votes on which side won the argument.[B]
5. Principles of guidance and discipline	After students have viewed an audiovisual presentation or read references to learn about the principles of child guidance, have

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	them list characteristics of a person who provides effective child guidance. The following characteristics should be included: 1) Understands and adapts guidance techniques to children's needs and developmental characteristics 2) Accepts and respects individuality 3) Practices good receptive and expressive communications 4) Demonstrates love and affection 5) Communicates clear and reasonable expectations for behavior 6) Is patient and flexible, yet firm in guidance and discipline 7) Has as ultimate goal the child's ability to govern self[B] Lead a class discussion on the relationships that need to be established between a child and the disciplinarian before discipline can become effective. Include the importance of love and affection, mutual acceptance, and open communications. KEY QUESTION: How is trust related to the effectiveness of discipline?
6. Guidance techniques	Lead a class discussion on the expression "monkey see, monkey do" as a summation of parenting. Stress the importance of role modeling by parents in teaching children acceptable behaviors. CRITICAL QUESTION: What happens when parents say one thing and do another? Using Teaching Aid 19, Direct and Indirect Methods of Guidance, explain the differences between direct and indirect guidance. Have students develop a list of examples of direct and indirect guidance.
a. Communications	Give students a problem to be solved. An example is how to communicate to elementary school children about the dangers of alcohol. Divide the class into groups. Give instructions that all members of each group are to talk at once about the problem and its solution. No one is to listen to anyone else. Lead a class discussion on the experience. NOTE: After the discussion, you may have groups reform to discuss the problem. Instruct students to listen carefully to each other to see the difference. KEY QUESTIONS: What were your frustrations when everyone talked at once? What is the difference between hearing and listening? Do parents listen to or hear their children? How do you know? Contrast positive and negative approaches to communication. Point out differences in how children and adults react to each approach to communication. Arrange for several students to bring cassette tape recorders to class. Provide enough tapes so groups of students can record their voices. Instruct students to record themselves as each group role plays a situation in which a parent is

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	giving directions to a child, such as get ready for bed, pick up toys, and do homework. Have students listen to their recordings and decide if their instructions sounded more positive or negative. Lead a class discussion regarding how students might improve their comments and tone of voice. If time permits, students may record and listen to themselves a second time to see if they have improved.
	Have two students role play an adult and child. Have the class observe as the adult communicates nonverbally to the child some positive feeling then a negative feeling. Ask the child how he or she felt during the interaction. KEY QUESTION: How is a child's self-concept affected by the actions and words of the adults in their lives?
	Arrange for students, individually or in groups, to observe nonverbal communications used by a teacher with children in a child care setting or kindergarten classroom. Nonverbal communications to observe include eye contact, touching, and smiling. Instruct each student to write an anecdotal record as he/she observes. Have students compare their observations in class. KEY QUESTIONS: What kinds of nonverbal communications are used with young children? Which seem to be most effective? Why?[B]
	Arrange for the class to assist visiting kindergarten or first grade students in making snacks. Help students plan how to guide the children and what to say to the children. Lead a class discussion on students' experiences, allowing students to share how they felt, their successes, and how they would change the experience if they repeated it.
	Have students work in groups and discuss positive ways to explain the following situations to a child: family moving to a new city, a broken promise, cancelled plans, a missed event because of a childhood disease, and a hospital stay. KEY QUESTIONS: How may the solution be different for children of different ages? Why?
b. Limits	Lead a class discussion for students to decide when the behavior of parents is too strict and not strict enough. KEY QUESTIONS: What needs of children may be ignored when parents are too strict? What needs of children may be ignored when parents are not strict enough? Whether strict or lenient, is it important that parents be consistent in the discipline of their children? Why or why not?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Instruct students to interview parents to learn about the limits they set for their children. Interview questions may include the following: How old are your children? What limits have you set for your children? On what do you base your limits? Have your children's limits changed? If so, how and why? Students may write papers summarizing their findings. The papers may be discussed in class.[B]
	Arrange for parents to bring young children, ages two through five, to class for a guidance laboratory. Have each student select an activity, such as easel painting, for a child and decide what limits should be set. Direct students to write the limits in clear, simple language that would be suitable for the age child designated. Share instructions in class and have students discuss how appropriate they are. Have students state the limits to the child during the laboratory activity and evaluate the results during a later class period. KEY QUESTION: Why is it inappropriate to set too many limits for children?[B]
c. Reward and punishment	Lead the class in brainstorming examples of rewards used to shape children's behaviors and situations when each might be used. Consult references to complete the lists. KEY QUESTION: What is the difference between a reward and a bribe?
	Distinguish between a positive guidance technique and punishment. KEY QUESTION: How does the focus differ for the two? CRITICAL QUESTION: What are the long-term effects of each likely to be on a child?
	Describe typical situations in which shame and guilt are used as a discipline technique. Lead a class discussion on different ways to approach the situation using more positive methods of guidance. KEY QUESTION: What are the negative effects of using shame and guilt as punishment?
7. Meeting children's needs	Have an elementary school counselor or child psychologist speak on the needs of children and how they are expressed in behavior. Have students ask for suggestions on handling behavior problems with children.
	Have students observe children in a home, child care center, grocery store, or shopping mall. Ask students to record incidents of misbehavior by children. Have students imagine each child's feelings and possible goals for misbehaving and record them. In class, identify possible goals of children's observed misbehaviors and suggest ways the child's actions could have been redirected to more positive behaviors. KEY QUESTIONS: How is the

[B] = Basic Skill Reinforcement

relationship of a child's misbehavior and unmet need similar to the relationship of a fever and the flu? What would happen if one treated the fever and ignored the flu? How effective will it be to only address a child's misbehavior and ignore the real cause of the behavior?

Have pairs of students role play the following situations with one student playing the child and the other playing the parent:

1) Ways of giving positive directions to a child instead of negative directions beginning with "don't"
2) Ways of correcting a child in a firm but kind manner
3) How to explain to a child why she or he is not allowed to do something without resorting to "because I said so"

Have students reverse their roles and repeat the role play activity. Ask students to share their feelings with the class.

Lead a brainstorming session in which students are asked the following question: Imagine you have just reached a goal or completed a hard task, what are some ways you would enjoy being recognized? After compiling a list of ways students like to be recognized, lead the students in brainstorming for a list of ways to reinforce accomplishment in young children by recognizing the efforts they make. KEY QUESTION: How may recognition of effort or accomplishment in children be related to their future behavior?

Obtain permission from a child and parents to make copies of one of the child's school papers that received a high grade or mark. Give each student a copy of the paper and ask them to imagine that they came home from work and found the paper on the kitchen table for them to see. Their child is playing in the park so they should make a positive message on the paper to let their child know they have seen it and are pleased. They may leave a written message, make a drawing, such as a happy face, or leave a sign or symbol. KEY QUESTIONS: How do positive messages to children contribute to their development? their self-esteem? parents' relationship with their child? What are some of the reasons parents sometimes fail to give positive messages to their children?

On index cards, write situations in which parents are experiencing difficulties concerning child guidance. Place the cards in a box or basket. Examples are given on Teaching Aid 20, What Would You Do If? Have each student draw a card and write on the back of the card how they would react, as a parent, to the situation. After students have placed the cards back into the box/basket, have students draw and take turns reading situations and responses. Ask students to discuss and evaluate each response and give additional suggestions. Help students evaluate the responses as

they relate to a child's needs. KEY QUESTION: What are some reasons parents respond to the same situation differently?[B]

Have students interview parents or elementary school teachers to learn about some of the disciplinary problems they face with children. Instruct students to choose one or more of the problems and write them in the form of a "Dear Abby" letter. Have students read resources for information and write a response to the letter. Students may read their letters to the class or place them on the bulletin board.[B] [C]

Invite teachers in the school who are parents of adolescents to be members of a panel. Ask them to talk informally about how the experience of parenting changes as children grow from infancy to adolescence. You may ask them to answer the question, "What do you wish someone had told you about being a parent?" Students should be prepared to ask questions of their own.

Show a film about the characteristics of adolescents and lead a class discussion. KEY QUESTIONS: What characteristics of the period of adolescence result in challenges for parents? How would you describe the role teenagers need parents to play in their lives? What are examples of conflicts between the needs of adolescents and their parents?

Invite a mental health professional to speak to the class about some of the problems teenagers face, such as drugs and stress, that affect their relationships with their parents and other family members. KEY QUESTION: What are some positive approaches parents can use in helping their teen with problems?

G. Character and moral development

NOTE: It is recommended that Section G be taught after Section C of Unit II.

Have students study selected references to contrast moral development and character development in children. KEY QUESTIONS: How are character and moral development related? What are stages of character development and moral development? At what ages are stages of character and moral development likely to occur?[B]

Instruct class members to read information and/or view audiovisuals describing the different stages of moral development in children. Have students write definitions for both moral development and character development. NOTE: *Moral behavior* is defined as behavior that conforms to group standards of conduct.

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Character behavior relates to habits of behavior in response to internal and external demands.

Lead a class discussion on the research findings that females tend to make moral decisions from the perspective of their relationships with others while males make moral decisions from the perspective of justice and fairness. KEY QUESTIONS: What are examples from your own moral decision making that would support or refute this claim? What kinds of parenting behaviors might reinforce these tendencies?

Assign students to view advertising directed toward children and children's television shows and movies. Have students analyze and summarize the values expressed by each. KEY QUESTIONS: If you were a parent, would you want your child to be influenced by these values? What problems might be created when a child develops a different set of values than his or her parents? What are other ways in which a child's values are shaped outside of the home? What is the relationship between values and the development of character?

Pose a problem to the class in which Jeff, a preschool-age boy, broke a stack of dishes while helping his mother set the table. The same afternoon, Jeff's brother, John, broke a glass when throwing a book at Jeff. If Jeff's child care friends were the judge and jury, would they give the worst punishment to Jeff or John? Explain that since Jeff broke more dishes, preschoolers would consider him more guilty, even though his intentions were better. Pose other situations illustrating characteristics of the moral thinking of preschool-age children. KEY QUESTION: How is moral thinking related to intellectual development?

Lead a class discussion regarding how the use of fantasy and pretending in preschoolers is related to a tendency in some children to exaggerate and lie. KEY QUESTIONS: How should parents handle such behavior? Why?

Have students volunteer to play card games with three to five-year-old children and report to the class. KEY QUESTION: How are rules used by preschoolers?

Present information to students on moral development during the middle childhood years. Explain that children are willing to cooperate in the use of rules and that they possess a sense of equal treatment under the rules. Have students write goal statements for themselves that state the kind of role models they hope to be to enhance a child's moral development at this stage.[B]

[B] = Basic Skill Reinforcement

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT III

COMPETENCY:

(d.3) *Acquire concepts and skills related to family relationships and child development.*

SUB-COMPETENCIES:

(A) *Describe methods of sharing parenting responsibilities.*

(B) *Discuss the implications of parental employment on the family.*

(C) *Point out the impacts of single parenting.*

(D) *Discuss the implications of stepparenting and adoptive parenting.*

(E) *Discuss the implications of foster parenting.*

(F) *Discuss ways to foster wholesome sibling relationships.*

(G) *Discuss the roles and relationships of individuals in an extended family.*

(H) *Analyze alternatives for child care.*

(I) *Outline local, state, and national resources focusing on children.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Family relationships and child development A. Sharing parenting responsibilities 1. Family patterns and lifestyles	Introduce the various patterns and forms of families today. Use Teaching Aid 21, The Family Is Not Dying—It Is Changing, as a handout and have students check the family types they have been a part of. Lead a class discussion regarding how family stages and forms overlap. KEY QUESTIONS: What are some characteristics of each family form named? For those family forms which involve children, what similarities and differences in parenting practices would you expect? Assign students to research and collect magazine pictures depicting different family forms and arrange the illustrations on a bulletin board titled, "Families—Many Forms Meeting the Same Functions." Have students complete the opinionnaire on Teaching Aid 22, Student Opinions of Family Structures. Lead a class discussion regarding how students answered and why they answered as they did.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Use current educational films, videos, or movies to familiarize students with different family patterns and lifestyles. Examples of different family patterns include dual-career families and blended families.
	Have students plan and create a bulletin board illustrating shared responsibilities of a mother and a father. Students should explain the bulletin board to the class, identifying traditional and nontraditional roles.
	Have the students role play parents experiencing the emotional and time consuming demands of parenting, financial pressures, and the effects of career options.
	Assign students to complete Teaching Aid 23, Household Responsibilities, about their families. Have students tally the tasks completed by their mothers, their fathers, both parents, and the children in the family. KEY QUESTIONS: Are the tallied numbers disproportionate? Why or why not? What changes could be made to cause family members to share the tasks more equally? What family situation might cause a disproportionate division of tasks to be appropriate? What could be the effects of an unequal distribution of responsibilities on the parent/child relationship? the rewards and pressures experienced by each parent? the healthy development of the child?
	Ask the class to identify reasons why involvement of both parents is important in child care and development. Explore students' assumptions and future expectations about parenting roles. KEY QUESTIONS: Can a father assume some of the nurturing qualities traditionally held by the mother? Should this be done? How would it affect the father? child? mother?
2. Parents' and children's rights	Have students work in groups to identify present laws dealing with parental rights and children's rights. KEY QUESTIONS: What issues do the laws protect? Are the laws preventive in nature or reactive in nature? Why?
	Invite a local attorney or law enforcement officer to speak about the laws protecting parents and children. Have students prepare questions in advance to ask the speaker.
B. Implications of parental employment on the family 1. Societal trends and parenting roles	Have students write a job description for a parent, keeping in mind the responsibilities a parent would have to assume. Have students read their job descriptions to the class. Lead a class discussion regarding various roles which parents assume. KEY QUESTIONS: If you wrote separate job descriptions for a mother and a father, would the job descriptions be similar or different? in

what ways? Why? How do societal views influence our expectations about the responsibilities parents should assume in a family?[B]

Have students present reports on newspaper or magazine articles that describe societal changes or trends that have affected parenting and/or how parenting responsibilities are defined. Topics may include increased employment of women, men participating in the birth of a baby, redefined sex roles, house husbands, and paternity leave benefits. Evaluate reports on the basis of content and effective communication skills.[C]

Have students read case studies or view a movie about a family crisis. Ask students to point out the steps the family used to deal with the crisis. KEY QUESTIONS: How did family members show their disbelief? What evidence of family disorganization did you note? At what point did the family begin to work together to resolve the crisis? What positive actions did they take? What resources did they use? How were the children helped or hindered in dealing with the crisis? Were there any reactions to the crisis that interfered with family adjustment? If so, what? What behaviors by persons outside the family helped the family in times of crisis?[B]

Invite a panel of fathers who are very involved in parenting to talk to the class. The students should prepare questions in advance. KEY QUESTIONS: Is your level of involvement with your children by choice or necessity? How do you think your involvement affects your children? yourself? your family as a whole? Do you feel support for your fathering from your relatives? friends? employer? In what ways can society better support fathering? What are some ways that wives can encourage their husbands to assume more parenting responsibilities? How did you learn to be a father? What would you like to know more about, or what skills would you like to have that you believe would make you more effective in your role as a father?

Have students choose a book, television show, or movie depicting a family situation and report examples of traditional and nontraditional parenting roles to the class. Lead a class discussion on how one might answer a child who asks why parenting roles seen on television are different from those experienced in the home.[B]

Have each student imagine that he or she is an object in the home, such as a clock, broom, or door, and write a creative story from

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

the vantage point of viewing roles and responsibilities of different family members. One factor to include in stories is how family chores are divided up among family members. Have students begin their stories, "I am the family...(dining table)." KEY QUESTIONS: What messages or lessons would a child living in your family learn about sharing family responsibilities? about sex roles? How did members of your family decide what their roles or responsibilities are? If you could change something related to roles and responsibilities assumed by parents in your home, what would it be? How would this affect the children in the family?[B]

From the list of family responsibilities listed on Teaching Aid 23, Household Responsibilities, have each student make a wish list of ten tasks she or he would most like to perform in the family. Have students rank items on their lists from 1, like to do most, to 10, like to do least. Identify half the class as husbands and the other half as wives. Pair students to simulate a mother and father comparing their wish lists and negotiating the roles that will be assumed by different family members. KEY QUESTIONS: How would employment demands, ages of children, economic situation, and family beliefs and customs influence how a couple negotiates family responsibilities? What effect is sharing parenting responsibilities likely to have on the children? on the consistency of parenting behaviors? on a child's sense of security? Are disagreements between parents over parenting responsibilities likely? If so, how should the problems be handled? What responsibilities might children of different ages assume?

Lead a class discussion regarding how roles of family members sometimes become identified with one member of the family. As a class, brainstorm various roles or functions of people in a family. Examples of roles include seamstress, teacher, cook, nurse, maid, and employee. As roles are named, have each student list them on the left-hand side of a piece of paper. After the list is completed, instruct students to write the names of persons in their family who perform the roles.to the right of each role or function.

As a class, list as many tasks, such as car pooling and laundry, as possible that parents often assume for their children. Have students write down the list and write male, female, or male and female beside each task. Have them count how many tasks were designated as male, female, or both. KEY QUESTIONS: How many tasks do you think belong to males? females? both? How did you decide who should do which tasks? Does the male or female have more responsibility as a parent? Why? How many ways are there of dividing up household responsibilities? Is one way of dividing tasks better than another? Why or why not?

[B] = Basic Skill Reinforcement

CRITICAL QUESTION: If you become a parent, how will you delegate household tasks to your children?[B]

Have students make three columns on a piece of paper. Head the columns Mother, Father, and Parent. Have students work individually or in groups to list the things they think only a mother can do for a child, the things only a father can do for a child, and the things only a parent can do for a child. Have the class members compare and critique their lists. KEY QUESTIONS: Why do students list some jobs as jobs only a mother should do? Why are some jobs listed as jobs only a father should do?

Lead a class discussion regarding how family structure could affect how responsibilities are divided and shared in the home. KEY QUESTIONS: How could the number and extent to which responsibilities are assumed be affected by the absence of a parent? the age of the children? other family members living in the home? other adults living in the home? friends or family members outside the home providing assistance? Do you have to be the parent to parent? Why or why not?

Bring children's picture books to class that depict roles and responsibilities in families. Have students critique the books for sex-role stereotypes. KEY QUESTIONS: What types of sex-role stereotypes can children learn from books? other media? What is a parent's responsibility to his or her child in relation to sex-role stereotypes?

Form a panel of parents who work outside the home and parents who do not work outside the home. Lead a class discussion on the pros and cons of parental employment. KEY QUESTION: What are the advantages and disadvantages of a parent's gainful employment situation being in the home?

Have students brainstorm for factors related to a parent's job that affect parenting. Ideas may relate to hours, travel, flexibility, frequency of relocation, stress, income, and benefits.

2. Managing dual roles

Lead a class discussion on the adjustments that must be made when the mother and full-time homemaker becomes a full-time employee. An example family situation to consider is one consisting of an employed mother, employed father, and four children. KEY QUESTIONS: How do you think you would feel about a mother who is a full-time homemaker becoming employed? What are some changes that would take place for the children? parents? family as a whole? What are some new roles and responsibilities family members may have to assume? What

[B] = Basic Skill Reinforcement

will be the benefits to the mother and the family if the mother accepts full-time employment outside the home? What are some problems that may arise in the family? CRITICAL QUESTION: How can families plan to avoid problems when a parent's employment status changes?

Have the class divide into groups and finish the following story:

> Cindy, an employed mother, shops for nutritious foods so members of the family can serve themselves breakfast. Her husband, John, calls to complain to his mother that Cindy never cooks breakfast.

Have students read their story endings to the class and discuss the situation. NOTE: Other story leads illustrating work/family conflicts may be substituted.[B]

A creative and stimulating approach to dealing with parent/child problems is the family meeting. NOTE: A number of sources are available to help instruct students on conducting family meetings. Divide the class into family groups and have them choose family roles, a chairperson, and a secretary for the meeting (may be children, may be rotated). Each family will develop an agenda for a 30-minute meeting that includes a topic related to a parent/child conflict involving parents' employment. An example is a working mother overloaded with household tasks. Teaching Aid 24, Family Meeting Simulation, may be used as meeting guidelines.[C]

Lead a class discussion regarding the needs of working parents and their children and ways work and community environments help or hinder need fulfillment. Following a reading assignment on the subject, have the class or groups simulate the following group meetings. The discussion should propose ways work and community environments can be improved to support working parents. A chairperson can be elected at the meeting.

1) A task force meeting of employees in a company assigned to suggest changes in the work environment. Ideas may relate to work hours, family benefits, sex discrimination or stereotyping, work requirements, and recognition and support of family responsibilities.
2) A town hall meeting called to discuss proposals to improve the living environment to attract young families to the community. Ideas may relate to housing, child care, and other services and support for working families with children.[C]

Lead a class discussion regarding the positive and negative effects of family relocation on parents and children. Positive effects may

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[B] = Basic Skill Reinforcement

[C] = Common Essential Element

include meeting new friends, having new surroundings, and starting fresh in a new school or job. Negative effects may include stress, disruption of relationships, additional tasks, and a sense of grief or loss. Factors affecting adjustment include reasons for relocation, family and individual perceptions, frequency of moves, support for individuals within and outside the family, and how the family arrived at the decision to move.

Students may be assigned to present written and/or oral reports on the following family types characterized by mobility: military families, corporate families, and migrant families. Instruct students to focus on characteristics of the families that affect parenting and child development. Students may obtain information from books, periodicals, and family interviews. A follow-up discussion should be conducted to draw generalizations and make applications. KEY QUESTIONS: How are military, corporate, and migrant families alike? different? How are children affected when families relocate frequently? What are problems of children in military, corporate, and migrant families? As a parent, what factors would one consider in choosing a career requiring mobility? CRITICAL QUESTION: What advice would one give parents whose jobs required frequent relocation?[B]

Present Teaching Aid 25, Case Study on Relocation, to the class for discussion. NOTE: Students may role play some of the parent/child conversations related to the "lay-off." KEY QUESTIONS: What may be some short-term and long-term effects on the family and children? How can parental employment affect children's sense of security and self-esteem? child/parent relationships? children feeling responsible for resources? CRITICAL QUESTION: What are some positive lessons that parents can teach children during an unemployment crisis in the family? (Examples include conservation of resources, improved communications, use of community resources, and opportunities for education and retraining.)

Assess students' values regarding parental employment by asking them to complete, in writing, the following sentences as they relate to parental employment:

1) I believe....
2) I value....
3) I want....
4) I am willing to....

Ask students to discuss their responses. KEY QUESTIONS: What implications could the students' responses have on future careers? parent/child relationships? healthy child development? husband/wife relationships?[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students define *dual-career family* and *dual-worker family*. Ask students to brainstorm for characteristics of dual-career parents. Lead a class discussion regarding the effects on the children of dual-career families. CRITICAL QUESTION: How could being a member of a dual-worker family have a positive effect on a child's development?
	Provide articles for students to read about the effects of working mothers and dual-career parents on children. Have students create a class list of positive and negative effects on children resulting from not having full-time parental care at home while parents are employed. KEY QUESTION: What positive characteristics might children develop as a result of full-time parental employment? (Examples include independence, resourcefulness, and an equalitarian viewpoint.)[B]
	Lead a class discussion on the implications of parental employment on children. KEY QUESTIONS: What types of employment situations are the most advantageous for child rearing? How can parents minimize the negative effects of employment on parenting? parenting on employment? What practices could parents use to promote quality time with children even though time may be limited? How would the effects on the family be different with single and dual-worker parents? multi-generational households? What types of support from outside the family are helpful to families who experience conflicts and pressures from employment situations? What would be some implications of dual-earner parents scheduling work so one parent is always home when the children are home? CRITICAL QUESTION: What are approaches that would be helpful if the mother and father's employment situations conflicted with each other, such as hours or travel?
	Use a talk show format for students to call in with questions about the positive and negative effects of parental employment on the family and positive and negative effects of family life on employment. Students may act as guests or hosts. After the activity, have class members critique the advice given.
C. Single parenting 1. Parent 2. Children	Have the class brainstorm and list ways that persons become single parents. Examples include people who have never been married, have divorced, experienced the death of a spouse, or experienced an extended absence of a spouse due to a job situation. Ask students to consider each situation separately in order to identify possible effects on children and the parent. KEY QUESTION: What are the possible benefits and solutions to problems for a mother and/or a father?

[B] = Basic Skill Reinforcement

Have students interview single parents. In class, students should determine how single parents handle the problems of being both mother and father to their children. Direct students to consider what role, if any, other family members and friends play in handling the responsibilities.

Lead a class discussion on the problems of limited financial resources among single-parent families. Have students list types of financial problems common among single-parent families. KEY QUESTIONS: How might these financial problems become even greater as children grow older? How might the financial problems be resolved?

Invite a panel of single parents to discuss how being a single parent affects their social lives. Have the panelists discuss the effects on single parents of lack of time, need for child care, and feeling of guilt when leaving the children. Ask the panelists to address the importance of having a social life, the arrangements that must be made for children in order to socialize, and feelings that single parents may need to deal with regarding their social lives.

Assign the class to gather and read newspaper or magazine articles dealing with single parenting. KEY QUESTIONS: What are the unique challenges and opportunities involved in single parenting? What are methods of managing the difficulties? What resources are available in the community to assist singles in parenting?[B]

Have the class study references to determine specific single parenting behaviors that have a positive impact on children and those that have a negative impact on children. Lead a class discussion focusing on behaviors affecting the child's attitude toward the absent parent, the child's understanding of why the parent is absent, and the child's self-esteem and pride in the family.[B]

Ask students to brainstorm roles and responsibilities a newly divorced single female parent will have to deal with when she has custody of children. Have students brainstorm roles and responsibilities for a male parent in the same situation. Have students compare the lists and suggest ways each parent can learn to assume new roles and responsibilities. Compare the meanings of custodial parent and noncustodial parent. KEY QUESTION: What are some of the problems experienced by the noncustodial parent in adapting to parenting children for short periods of time only? Use a problem-solving technique for students to come up with solutions to the problems.

[B] = Basic Skill Reinforcement

Most single parents agree that the first year as a single parent is the toughest. Have students create a board game based on the numerous setbacks and advances experienced by single parents. Students should decide on a goal for the board game and a method for advancing players' markers. To determine forward and backward moves, the game might include game cards covering typical situations faced by single parents. Follow the game playing with a round robin in which students tell what they have learned.

Divide the class into pro and con groups to debate the following statement: "Married, natural parents are required to properly raise a child." Have students share whether they felt comfortable in the position they represented and explain why or why not. NOTE: Point out that financial adequacy, parenting ability, self-esteem, and outlook on life and the opposite sex determines success in child rearing. KEY QUESTION: In what ways do single parents find it difficult to balance their own needs and their children's needs?

Have students write a cinquain poem reflecting their feelings on single parenting. The basic form of cinquain includes five lines. An example is as follows:

Line 1. Title, one word only
Line 2. Description of title, two words
Line 3. Express action, three words
Line 4. Feelings, four words
Line 5. Another word for the title, one word

Example:

Mother
Weekends only
Museum, McDonald's, movies
Sad, tired, lonely, angry
Friend[B]

Have students complete Teaching Aid 26, Roles and Responsibilities of Single Parents. Students may list roles and responsibilities from their own families or families they know. KEY QUESTION: How are roles removed, replaced, and redefined in single-parent families?

Have students write a paragraph describing a typical day in the life of a single parent. Refer to Activity E-7 in *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.[B]

Invite an attorney or family service worker to speak to the class about laws protecting single parents and their children. Guide

[B] = Basic Skill Reinforcement

students in advance to prepare questions to ask the speaker. KEY QUESTION: Do the laws focus more on minimum provisions or provisions for optimum development?

D. Stepparenting and adoptive parenting
   1. Stepparenting

List the following terms on the chalkboard: stepmother, stepfather, stepchild, and blended family. Ask students to write down the first thing each of these terms brings to mind. Lead a class discussion regarding comments and common myths or stereotypes associated with stepparents and stepfamilies. KEY QUESTIONS: Why do stepmothers/stepfathers have such a negative image in our culture? What caused this image? What are some similarities and differences in the biological parent/child relationship and the stepparent/child relationship?

Have students read or recall *Cinderella*, *Hansel and Gretel*, or *Snow White and the Seven Dwarfs* to start a discussion regarding the myth that stepmothers are wicked and cruel. Lead a class discussion on some of the reasons stepparenting may be difficult. Include the following:

1) A stepmother may have closer proximity to stepchildren, and the "mother" role may lead to more disharmony.
2) A stepfather is compared to the natural father to whom the child may be very attached.
3) A stepmother is frequently blamed for the breakup of the first marriage as well as problems in the blended family.

KEY QUESTIONS: Is it harder for stepmothers or stepfathers to adjust to their stepparent roles? How can the attitude of the husband/wife and stepchildren affect the stepparent's adjustment?

Lead a class discussion on Teaching Aid 27, Myths and Truths about Blended Families. KEY QUESTIONS: How do myths about the blended family contribute to the problems families face? Are the roles of parents and stepparents in blended families difficult to adjust to and define? Why or why not? How might stepparent and stepchild relationships be affected by the circumstances that resulted in the absence of the natural parent, such as death, divorce, or abandonment? How might stepparent roles differ under each of these circumstances?

Lead students to list and discuss ways natural-parent families and blended families are alike and different. Characteristics may relate to parent and child roles, parental authority, financial arrangements, residences, legal responsibilities, and physical and psychological boundaries. KEY QUESTION: What are some characteristics of good parenting that are as applicable to stepparents as natural parents?

Have students brainstorm for possible positive and negative encounters that may occur in remarriage by custodial and

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	noncustodial stepfathers, custodial and noncustodial stepmothers, and stepchildren. KEY QUESTIONS: Who has the greatest adjustment to make, custodial or noncustodial stepparents? Why? How does a child's age affect adjustment to a stepparent/stepchild relationship?
	Invite successful stepparents to class to participate in a panel discussion about how their families were able to adjust to the new relationships and family situation. Ask them to share what preparations were made as a couple and with their children for the new arrangements.
	Ask one or more students to pose as new stepparents. Have classmates take turns giving advice on the best way to promote a positive relationship with new stepchildren. Ask them to also include suggestions for behaviors to avoid. KEY QUESTIONS: Is a stepparent who works hard at a new relationship with a stepchild and has good parenting skills guaranteed success? Why or why not?
	Using Teaching Aid 28, Case Study on Blended Families, have students role play the family members. Students should role play competition for love and affection among family members and role play the children attempting to challenge and manipulate the stepparent. Afterwards, lead a class discussion regarding the exchange. Have students role play again to reflect positive ways of handling the competition and manipulation within the family. CRITICAL QUESTION: How is the number of people in a family related to the amount of conflict?
	Have students complete Teaching Aid 29, Stepfamily Perceptions. Lead a class discussion on the results. Have students offer suggestions for reducing tension in these situations.
2. Adoptive parenting	Ask students to write down their definitions of *adoption*. Place your definition on the board. Have students compare their definitions to the one presented. Lead a class discussion on the differences. Have students list on a sheet of paper the possible reasons they think people adopt children. Have the class compare reasons. Encourage students to consider population and societal needs among the possible reasons.[B]
	Invite an attorney to class to speak on the legalities of the adoption process. Ask the speaker to include topics such as length of time involved, the cost, the legal process, types of sources/agencies, stresses on parents and children, and cautions. Work with students in advance in planning questions to ask the speaker.

[B] = Basic Skill Reinforcement

Have class members think of some of the reasons why relatives, friends, or older offspring may have trouble accepting each of the following reasons for adoption:

1) Infertility
2) Marriage at later ages when childbearing may be risky
3) Remarriage following death or divorce
4) To obtain parental rights when caring for relative's child
5) Interest in providing a home for hard to adopt children
6) Desire to have children without marriage

KEY QUESTIONS: What are ways adoptive parents can help family and friends accept the idea of an adoption? After the adoption, what are some techniques the adoptive parents can use to foster good relationships between the adopted child and relatives? other offspring or adopted children? friends?

Have a guest speaker from a social service or adoption agency speak to the class about the decision to adopt a child. Ask the speaker to talk about the procedure for adopting a child and some of the questions prospective adoptive parents should ask before adopting a child. For example, prospective parents should ask if there is a history of child abuse or neglect. KEY QUESTIONS: What are the risks involved in adopting a child? What are characteristics of individuals and families that would make them good candidates for adopting children? How is a child's age at adoption related to successful adjustment by the child and family?

Invite a child/family counselor or psychologist to talk about the best ways to help children learn they are adopted. KEY QUESTIONS: At what age should a child be told that he/she is adopted? What are the consequences when a child discovers accidently that she/he is adopted? May a child's sense of identity and self-esteem be affected by the knowledge of being adopted? under what circumstances?

Secure children's books on adoption from the library. Divide the class into groups and select one person in each group to read one of the books. Have representatives from each group review the basic information given to children in the book they read and the approach taken. KEY QUESTIONS: For what ages of children would the book be appropriate? What questions might children ask after reading the book? How would you answer these questions?[B]

Following the reading of reference materials about the effects of adoption upon children, have groups of volunteers role play the following situations related to adoption:

1) Parents telling their young child that she or he is adopted

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[B] = Basic Skill Reinforcement

2) Parents telling older siblings that they are going to adopt another child
3) Parents responding to their adopted teenager's request to find his or her biological parents

Lead a class discussion in which students who role played the situations tell how the parents and children in each situation may be affected and how they may feel. Have the class point out positive aspects of each group's approach in their role play and suggest other approaches. KEY QUESTIONS: What are some of the possible adjustments older children in a family might have to make when a new baby is adopted? What adjustments would be required of siblings if an older child is adopted? a child with emotional/physical problems? a child of a different race than the adoptive family? a cousin, niece, or nephew? What adjustments do parents have to make?[B]

Ask parents who have adopted a child to share with the class their experiences, insights, and feelings about adoptions and the adoption process. Try to include a parent who has adopted a child from a different race or culture, a handicapped child, an older child, and a relative. Also include a parent with both a biological child and an adopted child. Have students prepare questions in advance to ask the panelists.

Have students write a paper on topics related to adoption, such as black-market babies, legal cases involving natural parents trying to regain custody, single parents, surrogate parents, or adopted children searching for natural parents.[B]

E. Foster parenting
   1. Purpose
   2. Considerations

Define *foster parenting*. Lead a class discussion regarding how foster parenting differs from adoptive parenting, natural parenting, and stepparenting. KEY QUESTION: What are the primary objectives of foster parenting for the foster child and for the natural parents?

Invite a speaker from the county or local social service agency to speak on foster care. Ask the speaker to discuss reasons children are placed in foster homes, average time periods of foster care, qualifications foster parents require, special emotional needs of foster children, and legislation regarding foster care. KEY QUESTIONS: What situations may lead to a child being placed in a foster home? What are some problems, such as insecurity and low self-concept, that may be faced by foster children? How can foster children be helped to deal with these problems?

Invite a foster parent or panel of foster parents to class. Ask them to speak on the special skills foster parents require and their

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	feelings when foster children return to their natural parents or are adopted by others. KEY QUESTIONS: Why do individuals choose to serve as foster parents? How can foster parents help a child adapt to the foster family? How can foster parents help the family and community adapt to the child?
F. Sibling relationships 1. Causes of rivalry 2. Methods for fostering good relationships	Have a family story-telling session with students telling stories about fun times they have had with their brothers and/or sisters. Students with no brothers or sisters may ask one of their parents or another adult to tell a story about growing up with siblings and relate it to the class. KEY QUESTIONS: How are relationships with brothers and sisters different from relationships with other peers? How may current societal conditions such as mobility, divorce and remarriage, parental stress, and alternate child care create more closeness among siblings?
	Have students interview parents with more than one child to learn how they prepared older siblings for the birth of a baby and how they helped them develop good relationships with the youngest child. KEY QUESTIONS: How can parents involve older children in responsibilities for a new baby in the family without creating resentment? How can parents use the older child's outgrown toys, clothes, and furniture for the new baby without creating problems with the older child?
	If the maternity unit in a hospital in the community provides special classes for the siblings of newborns, arrange for one of the program leaders to speak to your class about the program or arrange for a few students to visit a class and report to their classmates.
	Following reading assignments, guest speakers, and interviews with parents, have students compile a booklet of advice and resources for parents regarding how to introduce young children to a new baby in the family. The booklet may include practical suggestions, community resources, and lists of children's books on the subject. KEY QUESTIONS: How would advice given to parents about to adopt a new baby be different from advice given to parents about to give birth naturally? What are some special considerations in preparing children and adolescents for the birth of a new half brother or sister?[B]
	Lead a class discussion on the factors affecting sibling relationships, such as ordinal position, parental attitudes, ages, sexes, and number of children. Have students relate their own experiences with siblings in their families. KEY QUESTION: How do parental attitudes affect sibling relationships?

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Using Teaching Aid 30, Sibling Characteristics, have students identify the group of children each phrase best describes. Use the categories of oldest, middle, or youngest to identify the phrases. KEY QUESTIONS: Why is each group identified by certain characteristics? Although there are basic tendencies or behavior patterns associated with each position, what circumstances or parenting behaviors invalidate these tendencies?
	Have groups of students role play different examples of sibling rivalry. Designate one group to observe the role plays and suggest ways the rivalry may have developed. KEY QUESTIONS: Is sibling rivalry inevitable? Why or why not? What steps can parents take to prevent or deal with sibling rivalry?
	Have students use problem-solving techniques to provide ways parents can discourage sibling rivalry and promote good sibling relationships. Examples include a new baby born into a family with siblings of different ages and a new stepsibling moving into the home. KEY QUESTIONS: Does the age of older siblings affect their acceptance and adjustment to a new baby in the family? If so, how? What problems would teenage siblings have? In what ways can parents help stepsiblings maintain their individuality and personal space while building new family relationships?
G. Extended family 1. Definition 2. Roles of members	Ask students to list who is included in the extended family. Have students describe types of relationships with different relatives. Examples include the following: 1) Parent to adult child 2) Parent-in-law to child-in-law 3) Grandparents to grandchild 4) Child to aunts, uncles, and cousins KEY QUESTIONS: Can nonrelatives be considered extended family? What is the role of the extended family in parenting?
	Lead a class discussion on the grandparent/grandchild relationship. Have students relate experiences with grandparents and their feelings. Have students plan and construct a bulletin board using pictures that reflect feelings about grandparents.
	Have students study references to determine roles the extended family can play in developing a strong family. KEY QUESTIONS: What contributions can often be made best by members of the extended family? (Examples include a feeling of association with the past, experiences with older adults, a feeling of roots and stability, and a support network of emotional ties.) How can these needs be met if there is no extended family? if the extended family is not nearby?[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students write a poem about their extended family. Direct students to think about relationships among extended family members, roles they play, and activities they share together.[B]
	Have students audiotape conversations with grandparents to discover how they parented and the techniques their parents used. Suggest that the topics of parental roles and responsibilities, discipline, and expectations for children be covered in the conservations. Have students write an article for a class newsletter based on their interviews. Ask students to include actual experiences, personal feelings, and stories in their articles. KEY QUESTION: How can one's understanding of parents be affected by familiarity with members of the extended family and experiences from their past?[B]
H. Alternatives for child care 1. Types 2. Effects	Use Teaching Aid 31, Types of Alternative Child Care, to list various types of child care available. Lead a class discussion regarding advantages and disadvantages of each. Be sure to include different types of child care facilities, family day homes, child caregivers, and relatives.
	Using Teaching Aid 31, Types of Alternative Child Care, explain to students the basic characteristics of each type of alternative child care. Answer the following questions concerning each type: 1) Is it licensed? 2) Does it provide custodial care or educational care? 3) What are the requirements for caregiver qualifications? 4) What is the staff/child ratio? 5) What is the probable cost to the parent? 6) Is there supplemental funding? 7) What is the typical schedule? 8) What special services are available? KEY QUESTIONS: Which forms of child care are available in your community? What would be your primary considerations in making a selection?
	Assign students to interview parents who use substitute child care. Interviewers should include questions concerning views on the use of substitute care, what benefits are perceived, what problems parents have faced in using substitute care, and which type is preferred. Lead a class discussion on the results of the interviews. NOTE: Students could use the interview guide on Activity 50, *Consuming in the 80s and Beyond*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.
	Lead the class in listing and discussing child care problems experienced by working parents. Collect newspaper and magazine

[B] = Basic Skill Reinforcement

articles about unique responses to these problems. Examples include sick child care and telephone and neighborhood friends for latchkey (self-care) children. Compile your own anthology of articles for students to read and discuss.[B]

Invite a representative from the Texas Employment Commission to speak on child care referral services that they provide. Prepare students to obtain information such as eligibility requirements for parents to use the referral service and eligibility requirements for child care facilities to be listed.

Have students visit and evaluate the quality of local child care facilities by completing the checklist on Activity 48 in *Consuming in the 80s and Beyond*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Have students read information and activities related to child care on pages 57-60, *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.[B]

As a Student Occupational Activity, assign class members to research local child care options and present information to the class. The report should include answers to the questions parents should explore in selecting quality child care. The research could include staff interviews, site visits, parent interviews, and observations. A summary of the written report of findings should be given verbally to the class. A short videotape of the facility and program could be included to supplement the report.[B]

Debate the issue of whether or not to use substitute child care. Emotional effects on children, educational effects on children, financial burden on parents, and guilt feelings by parents are possible subjects for the debate. NOTE: The work sheet on Activity 49, *Consuming in the 80s and Beyond*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, may be useful in guiding the debate. KEY QUESTION: How can both parents continue their employment without using substitute care?

I. Local, state, and national resources focusing on children
   1. Community
   2. Governmental

Lead a class discussion regarding how the need for community and government resources has increased over the past years. Include in the discussion trends in employment, effects upon working parents and the unattended children, and worker productivity. Help students compile a list of community and government programs that provide support services to families in your area. Assign each student or group of students a program to investigate in detail. Have the students prepare a one-paragraph

[B] = Basic Skill Reinforcement

description of the program, including address, phone number, services provided, eligibility requirements, fees, and contact persons. Have the class compile the descriptions and prepare a handbook for distribution to their peers. NOTE: The handbook may be an FHA/HERO project.[B] [C]

Have students complete Teaching Aid 32, Community Resources for Parents Checklist. The students should analyze local agencies or organizations to determine if they provide physical health/nutrition services, educational services, counseling/mental health services, financial services, or legal services to parents.

Have students list typical problems parents have with their children. Assist them in categorizing the problems according to type. Divide the class into groups based upon the problem types and have groups determine resources that would be helpful. CRITICAL QUESTIONS: Who should provide the resources: public schools, local agencies, volunteer and/or religious organizations, or local, state or national governments? Why?

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TAC 75.83
PARENTING AND CHILD DEVELOPMENT
UNIT IV

COMPETENCY: (d.4) *Develop concepts and skills related to special parenting needs.*

SUB-COMPETENCIES:

(A) *Identify parenting behavior indicative of child abuse tendencies.*

(B) *Point out parenting behaviors abusive to children.*

(C) *Explain ways to meet needs of children in crisis.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
IV. Special parenting needs A. Characteristics of parents who abuse children	NOTE: Special caution should be taken when teaching concepts regarding child abuse. Some issues may be viewed as sensitive in nature and teachers should follow local district policies and administrative guidance regarding the sensitive areas prior to teaching the content. Teachers must approach the subject of child abuse from a pro-active stance. Messages such as "the abused becomes the abuser" or "once an abuser, always an abuser" must not be conveyed to the students. As a pretest, have students write answers to the following questions: What is child abuse? What is child neglect? What are the major causes of child abuse and neglect? What are some possible ways to eliminate child abuse and neglect?[B] Arrange for students to view films or videos and read materials describing the symptoms of abuse and neglect in children. NOTE: Resources are available through the Texas Department of Human Services. KEY QUESTION: What are the physical and psychological consequences of child abuse and neglect on the parents and on the child?[B] Lead a class discussion regarding how a person who might have a trait indicative of child abuse should seek help to assure that the trait is redirected to result in positive relations with children. Point out that it is important to understand feelings in order to avoid incidences that will be regretted later. Emphasize the importance of understanding why individuals may have such feelings. Include in the discussion that poor parenting traits can be overcome, and negative tendencies do not automatically result in abuse. Using Teaching Aid 33, Parents Who Abuse Their Children, lead a class discussion regarding the characteristics of parents who

[B] = Basic Skill Reinforcement

abuse their children. CRITICAL QUESTIONS: Why are socioeconomic status and race not used to describe adults who abuse children? How might parent education help prevent child abuse and neglect? How can child abuse be prevented among persons at high risk for child abuse?

Show a movie or video depicting a family situation in which a person learns that her or his spouse is a child abuser. Lead a class discussion regarding the movie or video. NOTE: Some television movies may be appropriate. KEY QUESTIONS: How do you think you would feel and act if you learned your spouse was a child abuser? What would be some emotional conflicts and consequences involved in taking action against a spouse for child abuse?

Have students research the topic of teenage parents to discover the characteristics of teenage parents and the stresses they experience that may place them at greater risk for child abuse and/or neglect than older parents. NOTE: Make sure the message that all young parents are not abusers is transmitted to the students. Categories students may explore include emotional, economic, social, and physical. KEY QUESTIONS: How could each set of stress factors lead to mistreatment of a child? What could be done to reduce or manage each category of stress?[B]

Have the class compile a list of characteristics of teenagers. Include typical problems that teenagers face, including financial and emotional dependence on parents, establishing their self-identity, preoccupation with peers, need for attention, uncertain feelings about becoming an adult, and the use of drugs and alcohol. KEY QUESTION: How would each characteristic that teenagers often possess be related to the risk for child abuse and/or neglect?

Have students research the topic of child abuse and neglect to support or refute the answers they gave on the pretest (from first activity in Unit IV). Lead a class discussion regarding facts learned through research and how these facts may differ from students' original opinions about the topic. Refer to Teaching Aid 34, Forms of Child Abuse, to structure a discussion. KEY QUESTIONS: What are the types of abuse? What are examples of each kind of abuse? What is neglect?[B]

Have students read references that explore the topic of incest. Lead a class discussion on possible causes of incest, physical and emotional symptoms in children that might indicate involvement in such a relationship, and possible treatment.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
B. Abusive parental behaviors 1. Types 2. Effects	Have students research and find statistics related to abused children who grow up to be parents. Have students share their findings in class. CRITICAL QUESTION: Why are adults who were abused as children at risk for abusing children themselves?[B] Show audiovisuals about violence in the family or child abuse and neglect. Have students evaluate their previous understandings in terms of concepts presented in audiovisual presentations. Lead a class discussion on societal changes shown through attitudes and laws concerning child abuse. Have students collect and bring to class newspaper and magazine articles related to child abuse. Guide the class in organizing a file for classroom use. As a class, analyze the articles in terms of types of abuse reported, ages of children, causes, outcomes, and agencies involved.
3. Influences on family violence	Divide the class into two groups to discuss the meaning of the following statements: 1) "Do as I say, not as I do." 2) "You must be a healthy human being to rear a healthy human being." Each group may choose a leader to share ideas from their group. KEY QUESTIONS: What effects do family role models have on family violence? What are some role models for violence seen in media, entertainment, and society in general that may influence families?[C] Describe stressful parenting situations to students while loudly playing a tape recording you have prepared of children crying, screaming, and yelling. Ask students to close their eyes and imagine their feelings and behaviors in the following or other situations. Have students share their reactions. 1) You are a married college student working your way through school. You are in danger of flunking out. Tomorrow you have an important final. You need to study, but you are tired from working all day. Your spouse is at work, and the baby will not stop crying and go to sleep. 2) You are a single parent. Your alarm clock did not go off, and you only have an hour to get to work. The child caregiver calls in sick. The oatmeal boils over onto the stove. You cannot find your car keys. Your toddler will not come out from under the bed to get in the car to go to grandmother's house. KEY QUESTIONS: How might stressful situations lead to family violence? What could a person do in either situation to eliminate or

[B] = Basic Skill Reinforcement
[C] = Common Essential Element

reduce the stress involved? What might a person do to avoid unpleasant behavior in these situations?

Guide students in obtaining information concerning the current incidence of child abuse compared to past years. KEY QUESTIONS: Is child abuse actually increasing, or is it just being reported and publicized more? Why? What societal patterns, technological advances, or laws could affect the incidence of child abuse?

Lead students to brainstorm for types of family crises, such as death, separation, divorce, severe illness, care of aging relatives, fire, accidents, unwanted pregnancy, and alcoholism. KEY QUESTIONS: What are the possible effects of these crises on individual family members and on the family unit? How could support for families during crises prevent family violence? What could individual family members do to help the person having trouble?

Have students work in groups to develop a list of positive, healthy approaches they have found for relieving stress, such as talking to someone. Lead a class discussion on the importance of parents learning positive approaches to stress rather than losing control. Arrange for resource persons to speak to the class or assign students to interview parents with infants and/or small children to answer questions. Questions could include the following: What do you do to keep from losing control? How do you help your children avoid losing control?

Assign students to read and complete exercises in the section, "Conquering ... the Stress in Your Life," pages 45-54, in *Home and Careers*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

4. Resources and support services

Invite a representative from the Texas Department of Human Services to participate in a question and answer period on the following topics:

1) Reporting and investigating child abuse and neglect
2) Caring for abused/neglected children
3) Prosecuting or providing treatment for abusive parents

KEY QUESTIONS: How does one decide whether to report suspected child abuse when there is risk of falsely accusing a parent? What are the legal implications of a decision to make a child abuse report?

Provide students with information about organizations or agencies in the local community or region that offer assistance to abusive parents, children, and other family members.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have a social worker, psychologist, minister, or counselor from a family violence shelter speak to the class about how to get help and receive support when a member of a family is abusing a child. Invite a representative from Parents Anonymous (local or regional) to discuss this program and how it helps abusive or potentially abusive parents and their children.
C. Meeting needs of children in crisis 1. Children under stress	Have students brainstorm and list family crises and/or changes that result in stress for families. Lead a class discussion regarding the events or types of crises students feel would have the most impact on their families. KEY QUESTIONS: Do you think other members of your family would have ranked the situations the same way? How would each family member react? What would be the overall effect on your family? Present the following positive responses to crises that help alleviate harmful effects: 1) Involvement—commitment to and participation in family life by members of group 2) Integration—interchange between roles in group 3) Adaptation—ability of group members to change responses to each other and the world around them Have students give, in their own words, examples of how each response might be carried out in a family. KEY QUESTION: How can parents encourage involvement, integration, and adaptation in preschool, school-age, and teenage children? Lead a class discussion regarding the importance of the parents' role in teaching children to cope with crises. KEY QUESTIONS: What types of parenting practices lead children toward positive responses to crises? How is open, honest communication between a parent and a child fostered? How are parents' responses to crises related to children's responses? Have pairs of students simulate parents discussing how to explain to children and/or guide children when there is stress or change in the family. For their discussion, students may draw a card or piece of paper on which is written one of the following situations: 1) Family moving 2) Parent going to work and leaving child in a child care setting for the first time 3) Child starting to kindergarten, first grade, or a new school 4) Parent losing his or her job and experiencing financial stress 5) Separation, desertion, divorce, or a new stepfamily 6) Serious illness, surgery, and/or hospitalization 7) Serious accident 8) Death and dying

9) Family violence
10) Alcohol and/or drug abuse
11) Crime against or involving family
12) Imprisonment of family members

NOTE: Students may help identify other stressful family situations. Students may role play, report their responses to the class, or prepare a written report by answering the questions on Teaching Aid 35, Children and Stress Work Sheet. KEY QUESTION: How is preparation for an event related to the amount of stress experienced by children?[B]

Provide guidelines for promoting good parent/child communication. Include techniques for encouraging dialogue, clarifying ideas, nonjudgmental response, and effective listening. Have pairs of students demonstrate effective parenting behaviors promoting communication with a child. CRITICAL QUESTIONS: How might the nature of parent/child communication affect the degree to which a child feels stressed and how effectively stress is managed? How could open parent/child communication actually prevent stressful situations? prevent child abuse?

Guide the class in developing a list of ways to help children under stress. Include the following on the list:

1) Health factors, such as rest, diet, and eliminating caffeine
2) Environmental factors, such as routines and privacy
3) Interpersonal factors, such as reading books and rehearsing
4) Direct ways of relieving stress, such as exercise, play, and humor

KEY QUESTIONS: If you were enrolling a child in child care during a family crises, what characteristics of the child care center and staff would be important? What questions would you ask the child care center staff? What kind of information would you share with the caregiver regarding the family crisis?

Have a mental health professional or school counselor speak to the class about how to recognize signs and symptoms of stress, depression, and other stress-related emotional problems in children and youths. Ask the speaker to explain how professionals can support children and families during times of stress. Inform students of available sources of community help and provide materials for students to read to gain more information.[B]

2. Parenting special-needs children

Using Teaching Aid 36, Types of Exceptional Children, lead a class discussion to identify types of exceptional children. Refer to Teaching Aid 37, Family Crises: Child With Mental Retardation, and Teaching Aid 38, Family Crises: Mental Illness, to give

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examples of problems parents face when they have children with mental illness or retardation.

a. Understanding special needs

Show the class pictures of handicapped individuals. Ask students to write, in complete sentences, their initial response to each picture. Lead a class discussion on possible reasons for their reactions, which picture made them feel the most uncomfortable, and how such reactions might affect a handicapped individual. KEY QUESTIONS: What emotional reaction do you think you would have if you learned your child was emotionally disturbed? mentally retarded? blind? deaf? had cerebral palsy?[B]

Ask students to name possible attitudes toward handicapped persons and list examples on the chalkboard. Examples include pity, disgust, nervousness, aloofness, avoidance, fear, hostility, amazement, admiration, and protectiveness. Ask groups of students to prepare skits illustrating each attitude and the possible responses of a parent and a handicapped child who observe someone with the attitude. After the skits have been presented, lead a class discussion on the best way the parent and child might handle the reaction.

Divide class into pairs with one student from each pair representing a physically handicapped child and the other representing a parent. To simulate handicaps, provide students with materials such as crutches, a wheelchair, scarves for blindfolding, mittens for hands, and earplugs. Students may assume roles for a specific period of time, such as one-half a school day, a class period, or a lunch hour. KEY QUESTIONS: How did you feel as a handicapped person? What did you feel you needed most? What were your greatest problems? What could you do that was not affected by the handicap? How did you feel as a parent? How did you offer support to your child? Were you overprotective or underprotective toward your child? What other problems or feelings did you experience? What did you learn that you could share with others to help them deal with a handicapped child?

Have students use Teaching Aid 39, Parenting Special-Needs Children, to make a list of potential problems of children born with special needs and problems of their parents. Provide resource materials for students to consult. NOTE: Answers to the following question may include amount of emotional/social support, occupational and economic situations, previous experience and/or education about handicap, age and/or maturity of parents, marital/family happiness and stability, professional resources, and severity of the problem. KEY QUESTION: Why do some special-

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needs children and their parents have more problems than others?[B]

Invite parents of children with handicaps or special needs to talk to the class about how they handled their situations and some of the parenting challenges involved. KEY QUESTIONS: How did the initial reaction to learning of the problem evolve to your final level of acceptance? What forms of support have been most helpful to you, the special-needs child, and other family members? What are examples of trials that seemed insurmountable that have been overcome? What are the greatest challenges you foresee in the future? What is your plan for addressing these tasks?

Have groups of students research one of the following types of special needs to discover the characteristics, capabilities, limitations, needs, and prognosis:

1) Mental retardation
2) Sense impairment, such as speech, sight, or hearing
3) Orthopedic impairments
4) Emotional disturbances
5) Learning disabilities, such as dyslexia
6) Other health impairments, such as cystic fibrosis, epilepsy, or Tay Sachs
7) Gifted/talented

Have each group create a story of a family with a child who has the special need they researched. Each group member should tell part of the story to the class. As an alternative activity, have each group role play a physician telling a family about their child's special needs. The family should ask the physician questions. KEY QUESTION: What are some emotional and behavioral problems that could develop when a handicapped child's needs are not met?[B] [C]

Have students study a chart showing normal infant development at each age and then develop a list of observable behaviors in children that may indicate a disability. Examples of observable behaviors include failure to follow an object visually, inability to turn over by the age of six months, and failure to respond to sudden noises.

Assign students to read one page in a text. Instruct them to place a sheet of paper over the page so only the bottom line is visible. Students should read sentences from right to left, moving the cover sheet up one line at a time. After a short period of time, ask students the following questions: What did you read? How did you feel? frustrated? like giving up? nervous? insecure?

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incompetent? KEY QUESTIONS: Do you believe a mentally handicapped child might have these feelings while reading a regular assignment? As the parent of a mentally handicapped child, what could be done to assist the child's development? What unique skills are needed for parenting special-needs children?[B]

Arrange for groups of students to visit a class containing handicapped students who have been mainstreamed into the class, a residential facility for the handicapped, a Goodwill sheltered workshop, a rehabilitation center for the handicapped, a self-contained classroom, or a preschool for handicapped children. Have groups share their observations in class. Lead a class discussion on advantages and disadvantages of each setting in terms of assistance for the handicapped, communication with the handicapped, and attitudes others have toward the handicapped.

Lead a class discussion contrasting the needs and adjustments of a child born with a handicap and a child who becomes handicapped due to accident or illness. KEY QUESTIONS: In which case would training be easier or more difficult? How might emotional adjustments vary?

b. Parental needs/concerns

Show an audiovisual depicting parent and/or sibling relationships with a handicapped child. Ask students for their reactions to the situation. Have students list and discuss the effects a special-needs child might have on siblings. Examples might include jealousy, fear of being affected, added responsibility, adjustment in social activities, and resentment of time parents spend with the special child. Have students brainstorm for ways they, as parents, would respond to the needs of the siblings.

Arrange for students to evaluate the physical environment of the school and/or other public buildings, such as a library, indicating existing problems and possible changes needed to accommodate handicapped persons. Teaching Aid 40, Is This Building Handicapped Equipped?, may be used as a checklist. Have students compare their findings. NOTE: Groups may also use wheelchairs to evaluate the facilities.

Encourage FHA/HERO members to design a project providing support for handicapped students in the school. Support could include learning sign language, making tape recordings for the blind, or tutoring slow learners.[C]

Have students research and write a report on the legal rights and responsibilities of parents of special-needs children to make

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decisions concerning the education of their children as stated in Public Law (PL) 94-142. Content of PL 94-142 is addressed in the *Guide to Teaching*, available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Lead a class discussion on types of educational settings, staffing, placement, and Individualized Education Plans (IEP).[B]

Invite a local administrator or a special education teacher to describe local education provisions for special-needs children.

Lead a class discussion on the importance of a good self-concept when one is disabled or has a disabled family member. Suggest a situation in which a child has a poor self-concept because he or she is crippled. Guide students in using a problem-solving approach to determine ways parents can help the child develop a healthy, positive self-concept. KEY QUESTION: What are some problems parents may encounter with siblings as they give special attention to a handicapped child?

Invite a panel of parents and/or a special education teacher, social services representative, counselor from a rehabilitation center, and a school nurse to describe professional services, parent support groups, and others who can assist families with special-needs children. In advance of the panel's presentation, ask students to prepare a list of questions regarding availability and costs of services and assistance in the community.

Assign students to visit agencies and organizations, such as Vocational Rehabilitation, Lions Club International, Cerebral Palsy Association, and Society for the Mentally Retarded, that assist disabled people. Have students compare the costs of dealing with various disabilities and services available to persons with disabilities. Students may prepare an oral or written report. KEY QUESTION: What services do disabled or handicapped persons need that are not available in the community?[B]

Divide the class into groups. Have each group develop a guideline booklet that would be helpful to parents in teaching a mentally handicapped child the following skills:

1) Self-help—dressing, toileting, personal hygiene, and feeding
2) Social skills—awareness of self/others, manners, sharing, and safety
3) Communication—listening and speaking
4) Sensorimotor skills

NOTE: Special education teachers, early childhood teachers, and the library are sources with materials students may use. This

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activity can be adopted as an FHA/HERO community project.[B] [C]

Instruct students to read and give brief oral reports to the class about the serious and chronic health problems of children. These problems include anemia, asthma, congenital heart defects, cystic fibrosis, diabetes, hemophilia, and kidney disorders. Have students describe the health problems and the basic care required. KEY QUESTIONS: How may chronic health problems handicap children in their physical, emotional, and social development? What special skills and characteristics may be needed by the parent of a child with ongoing health problems? What kind of outside support would be needed by the family?[B]

Invite a social worker, child development specialist, or a hospice representative to speak to the class on the special requirements and stress of parenting a terminally-ill child. Ask the speaker to describe the grief process of the family and the therapeutic techniques used to help the family. KEY QUESTIONS: What are some stresses on marital and family relationships when a child is dying? How can improved communications and shared feelings help prevent the breakdown of family relationships?

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TAC 75.83
PARENTING AND CHILD DEVELOPMENT
CAREER OPTIONS AND ADJUSTMENTS

COMPETENCY:

(a.7) *Acquire concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Relate personal characteristics to appropriate careers addressed within each home economics course.*

(a.2 A) *Identify employment opportunities and preparation requirements in chosen field.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss demands and rewards in relation to personal and family life.*

(D) *Demonstrate effective money management.*

CONCEPTS

Career options and adjustments
- A. Personal characteristics needed for parenting and child development careers
  - a. 2 A Employment opportunities and preparation requirements

LEARNING AND EVALUATION EXPERIENCES

NOTE: In situations when both Parenting and Child Development and Advanced Child Development courses are offered on a campus and taken by the same students, it is recommended that the Career Options and Adjustments unit in the Parenting and Child Development course focus on careers related to parenthood, child guidance, and family therapy. The Advanced Child Development course would focus on careers related to care, development, and education of children.

Invite a child care center representative, teacher, social worker, college instructor in child development, parenting education instructor, family counselor, pediatrician, pediatric nurse, or other resource persons with careers related to parenting and child development to speak to the class. Have speakers describe their jobs and how they serve parents, children, and the child development profession. Prior to the speakers' presentations, have students prepare questions that include information about the speakers' educational background, other job-related background, and positive and negative aspects of the jobs to be highlighted in the presentations.[C]

Divide the class into groups. Have members of the groups search through newspaper classified advertisements, from local and/or regional newspapers, for employment opportunities in parenting

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and child development-related services. Have the students complete the following tasks:

1) List titles of jobs, the number of openings, the salary range, and the requirements and special skills or education necessary to perform the jobs.
2) Identify the most available job category, the least available, the job paying the highest salary, the job paying the lowest salary, the job with the greatest number of requirements, and the job with the least number of requirements.
3) Select a leader to report findings to the class.
4) Contact employers whose advertisements appealed to you, either individually or as a group, if more information is desired.
5) Compile a career notebook by placing ads, by specific career fields, in a scrapbook or loose leaf notebook.[C]

Refer to Teaching Aid 41, Parenting and Child Development Occupations, to prepare a set of cards on which different parenting and child development occupations are written. Have each student draw a card for a job assignment. Assign students to conduct research using books, interviews, and/or observations of employees at various places of employment. Have each student prepare a list of the educational requirements, where to seek employment, working conditions at different places of employment, advantages and disadvantages of jobs, salaries, and typical job responsibilities for the job assignment. In class, have students share and discuss their job lists. Have students select the job they are most interested in and give reasons why it was chosen.[C]

Using Teaching Aid 42, Parenting and Child Development-Related Organizations, instruct students to write to parenting and child development-related organizations for free brochures or publication lists. Have students create a file of resources for the class. NOTE: This may be used as a Student Occupational Activity for students interested in child development service careers.[C] [B]

Ask students to list the advantages and disadvantages of working in parenting and child development services. Divide the class into two teams to debate the two sides of the issue.

Ask students to consider major technological, economic, political, environmental, and social changes that have occurred in the last twenty years in the United States. CRITICAL QUESTIONS: How have these changes influenced the development of parenting and

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child development-related careers? How have these changes influenced the responsibilities involved in performing each career?[C]

Provide students with telephone books and other resources. Have students list businesses that provide services to families with children. Examples of services include counseling, recreation, child care, and health care.[C]

Divide the class into groups. Instruct each group to select a leader. Encourage students to brainstorm for services that families with children need or could use that are not provided in their local community. Have each group select an entrepreneurial idea for providing the service and write a plan that describes the service, identifies the target audience, and outlines a marketing strategy. Have group leaders share the plans with the class and ask the class to critique the plans. KEY QUESTIONS: Would you use this service? Why or why not? What are other ways of satisfying this need that families have?[C]

Show films on various parenting and child development-related careers and lead a class discussion regarding personal qualities needed by persons employed in parenting and child development-related careers. Personal qualities that may be included are empathy, love of children, desire to help others, good communication skills, maturity, patience, emotional control, and understanding. KEY QUESTIONS: What are some personal qualities needed for careers related to parenting and child development? Why would each be important? Could the qualities be developed if they do not come naturally to a person? If so, how?[C]

Instruct students to choose a parenting and child development-related career and use available resources to determine qualifications and personal qualities needed for employment. Have students compose copy for a newspaper advertisement for the assigned career. The advertisement should include qualifications and personal characteristics. Encourage creativity in the design of the ads. Display completed ads on the bulletin board.[B] [C]

Ask students to develop a bulletin board depicting people working in parenting and child development-related occupations. KEY QUESTIONS: What characteristics do these people portray? What characteristics do you feel are important in their careers? Do you feel you have any of these qualities? If not, how would you develop these characteristics?

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Show students a film on communication and lead a class discussion regarding ways to use the presented information at home or on the job. In the discussion, include ways of tailoring the techniques and/or tips for communicating with children, teenagers, and adults. Have students role play situations where communication is the key to solving a situation both at home and at work. Include situations involving communicating with very young children who have limited vocabularies. Have students discuss ways to improve communication. Stress the importance of saying exactly what is meant, taking responsibility for the effect of messages on others, distinguishing between verbal and nonverbal messages, becoming a responsive listener, and selecting the right words, timing, and place to communicate. KEY QUESTIONS: Why are communication skills important in parenting and child development-related careers? Why would ethics and confidentiality be especially important?[C]
B. Management practices for multiple roles	Have students read and complete exercises in Units A and B in *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Invite a panel of employed parents to discuss ways they cope and manage both parenthood and careers. In preparation for the panel's presentation, have students work in groups to develop a list of pertinent questions relating to techniques for managing multiple roles of wage earner, homemaker, and parent. Have students share time management techniques they have used or observed others use in managing employment and personal life. A written list of techniques may be compiled and given to class members to apply to their own lives. Follow-up later in the semester to see if students utilized the techniques and how they worked. NOTE: This may be a Student Occupational Activity.[C] Have students participate in exercises to determine work and family values using Teaching Aid 43, Voting on Work and Family Values. Follow the instructions included in Teaching Aid 44, Work and Family Pie Graph, to have students project facts about their future family lives. CRITICAL QUESTIONS: How might a person's work and family values change after the birth of the first child? second child? Why? Use a problem-solving approach with students to solve the following work/family problems: 1) Too little time for family life (Solutions may relate to location of home and work,

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resource management, family services, and support systems.)

2) Conflict over differentiation of roles at home
(Solutions may relate to skills, scheduling, and satisfaction.)
3) Fatigue due to employment plus home responsibilities
(Solutions may relate to management practices, support services, and redistribution of responsibilities.)

Teach students fair-fighting and constructive-quarreling techniques. Have students use these techniques for role plays in which conflicts resulting from family members assuming the dual roles of homemaker and wage earner are resolved.

In a round robin, have students offer ideas for activities families can do together that would encourage a child's physical, mental, emotional, or social development and would also foster good family relationships. KEY QUESTIONS: Which activities could strengthen the family bond and help alleviate tension? Which activities are low cost? moderate cost? high cost? Which activities would be more appropriate for families with young children? older children? Which activities would be enjoyed by individuals of any age?

Instruct students to watch television shows depicting family lifestyles. After viewing a show in which both parents work outside the home, only one parent works outside the home, or there is a single-parent family, have each student write an essay about changing family lifestyles. KEY QUESTIONS: How are the family members' roles similar or different in each of the different lifestyles? What were examples of management techniques used in the different situations? Would any of these management techniques be effective in one situation and ineffective in another? Why? How would each of the lifestyles and management techniques affect child development and parenting needs?[B] [C]

Have students interview dual-career couples regarding the following subjects:

1) Stresses related to managing both work and home responsibilities
2) Shared roles
3) Benefits of a dual-career family
4) Family management techniques

CRITICAL QUESTIONS: How might having a child affect a woman's career decisions? a man's? How might having a child affect techniques used in managing a dual-career family?

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[C] = Common Essential Element

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Invite a representative from a mental health organization or other agency to speak on support groups and services available for families in the community. KEY QUESTIONS: What support groups or services are available? Who is eligible to use these services? What are the benefits of utilizing a support group or service?[C]
	Have groups of students research and write reports on company benefits that give support to families. Examples include flextime, sick leave, child care, and counseling.[B]
	Have students select a classmate of the opposite sex, if possible, to work with. Have students ask each other questions, such as the following: What are your expectations for a career? Should both marriage partners work outside the home? How should leisure time be spent? Who should have responsibility for home management? Who should be responsible for household tasks? Lead the class in comparing group findings. KEY QUESTIONS: Are your expectations the same? How would answers to the questions have differed 50 years ago? 25 years ago? Why? What are ways dual-career couples can work out differences in expectations?
	Have students work in pairs and simulate dual-worker couples to arbitrate division of responsibilities in the family. Have each pair specify basic information about their interests, skills, jobs, and work hours and develop a list of household and family tasks to be completed by each. Lead a class discussion on dividing responsibilities, the influence of the couple's personal circumstances, and the outcome from each group. KEY QUESTIONS: How would a couple's ability or inability to work through a decision-making process such as this affect how successfully they manage dual careers? How could it affect their family, careers, and personal well-being?
	Assign students to read and complete exercises in Unit H in *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.[B]
	Have students write a short analysis of their attitudes and feelings toward the roles of men and women. Students should include role situations in their personal family background, personal feelings about their expectations for their family of the future, and a summary of how and why the two role definitions are similar or different.[B]

[C] = Common Essential Element
[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Demands and rewards	Assign Unit C, *Home and Career*, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, to acquaint students with concepts about stress. Ask students to brainstorm for kinds of stress or conflicts created when both the wife and husband are employed outside the home. KEY QUESTIONS: How does job-related stress affect family life? How does family/personal-related stress affect job performance? Divide the class into groups to role play work/family conflict situations and their resolutions. Lead a class discussion on each situation depicted, the resolution shown, and other potentially effective resolutions. KEY QUESTIONS: What are common reactions to these situations that are typically ineffective? Why are they usually ineffective? Utilize case studies of individuals or families experiencing stress as a basis for teaching a problem-solving technique. Have students work in groups to use the technique to resolve family problems related to work/family conflicts. Instruct students to read about the stressful effects of life-changing events, such as new job or school, new baby, change in family structure, or altered family economic condition, and relate them to personal experiences. Lead a class discussion regarding these experiences. KEY QUESTIONS: Related to employment decisions, which life-changing events are unavoidable? personal decisions? CRITICAL QUESTIONS: Can the stressful effects of life-changing events be avoided? managed? If so, how?[B] Have students list personal symptoms of stress or conflict. Utilize a problem solving technique to identify stress-management strategies and how they could work for each student. KEY QUESTIONS: What causes these feelings of stress? How do you deal with stress or conflict? How would causes of stress for high school students compare with those common to college students working part-time or full-time? What types of stress would be experienced by a couple managing a family while each pursues a different career? Instruct students to write poems describing their ideas of an ideal father, an ideal mother, and an ideal family. Have students share their poems with the class and identify the most common characteristics, similarities, and differences among their descriptions. CRITICAL QUESTION: How can work demands affect family members' expectations of each other and the extent to which these expectations are met?[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Place students in groups to dramatize through puppet shows both the positive and negative aspects of events common to dual-career families. Events include planning a family vacation, working on the budget, choosing child care, leisure time activities, major purchases, and values. KEY QUESTIONS: How are decisions related to family activities and use of family resources different for dual-career families? one-career traditional families? single-parent families?
	Lead a class discussion regarding common myths about working women. Students may be assigned to obtain facts about working women that answer questions related to the myths. Students may be referred to *Home and Career*, Unit H, Activity H-2, from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.
	Lead students to brainstorm for rewards related to family life when parents are dual-earners. Examples may include greater financial security, shared responsibilities, role models for children, personal fulfillment, and interesting experiences to share. KEY QUESTIONS: How does success and satisfaction on the job affect family life? How does a satisfying family life affect one's performance on the job?
D. Effective money management	Have students use resources to review job benefits. Include items such as parking and transportation and relocation expenses. Lead a class discussion on the resources reviewed. KEY QUESTIONS: How can paid parking and transportation be classified as a job benefit? Why? What benefits are included in relocation expenses? Why are they important when considering a career?[B] [C]
	Define *cost of living*. Lead a class discussion on the differences in costs of living in various geographical locations. Use Teaching Aid 45, Cost of Living, as a guide. Have students consider costs of local housing, food, utilities, transportation, medical care, taxes, and services. If information is available, have students consider the same cost of living factors in other locales for comparison with local figures. KEY QUESTIONS: What impact would cost of living have on career decisions? When could making less really result in making more?[B] [C]
	Invite a company personnel manager or representative from a personnel agency to point out examples of employee benefits that would focus on personal and family needs. Examples include counseling services, child care, recreational/wellness programs, staff development programs, and educational incentives. Address

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[C] = Common Essential Element

current benefit trends and the ultimate benefit to the employer and family. KEY QUESTIONS: How could provision of these benefits improve family life? work performance? Why would an employer consider it financially advantageous to provide these benefits? Which of these benefits are common in various careers related to parenting and child development?

Have students use resource materials to write a report on financial benefits of employment. Include items such as insurance, uniforms, housing, meals, transportation, travel expenses and employee expenses. Evaluate papers on the basis of effective communication skills and content. Students should address the following questions in their papers. KEY QUESTIONS: How do fringe benefits affect total salary? How can fringe benefits influence a person considering a job? Why is it important to weigh the fringe benefits of one job against those offered by another?[B] [C]

Explain to students the concept of hidden costs of employment. Sample employee costs include initial requirements for additional education/training, periodical professional development requirements, professional organization memberships, license requirements (initial and renewal), work space, clothes, business expenses (telephone, supplies, travel, and entertainment), equipment/tools, unsupplied uniforms, required availability of car/transportation, and inventory. Lead students in investigating parenting and child development careers to determine hidden costs to employees. KEY QUESTIONS: What is meant by the quote, "It takes money to make money"? Are the hidden costs identified likely to vary from employer to employer within the same career? Which costs identified could ultimately be paid by the employer and, therefore, become a benefit? How could a job's hidden cost affect job selection? personal money management?[C]

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TEACHING AID SECTION

Parenting Skills

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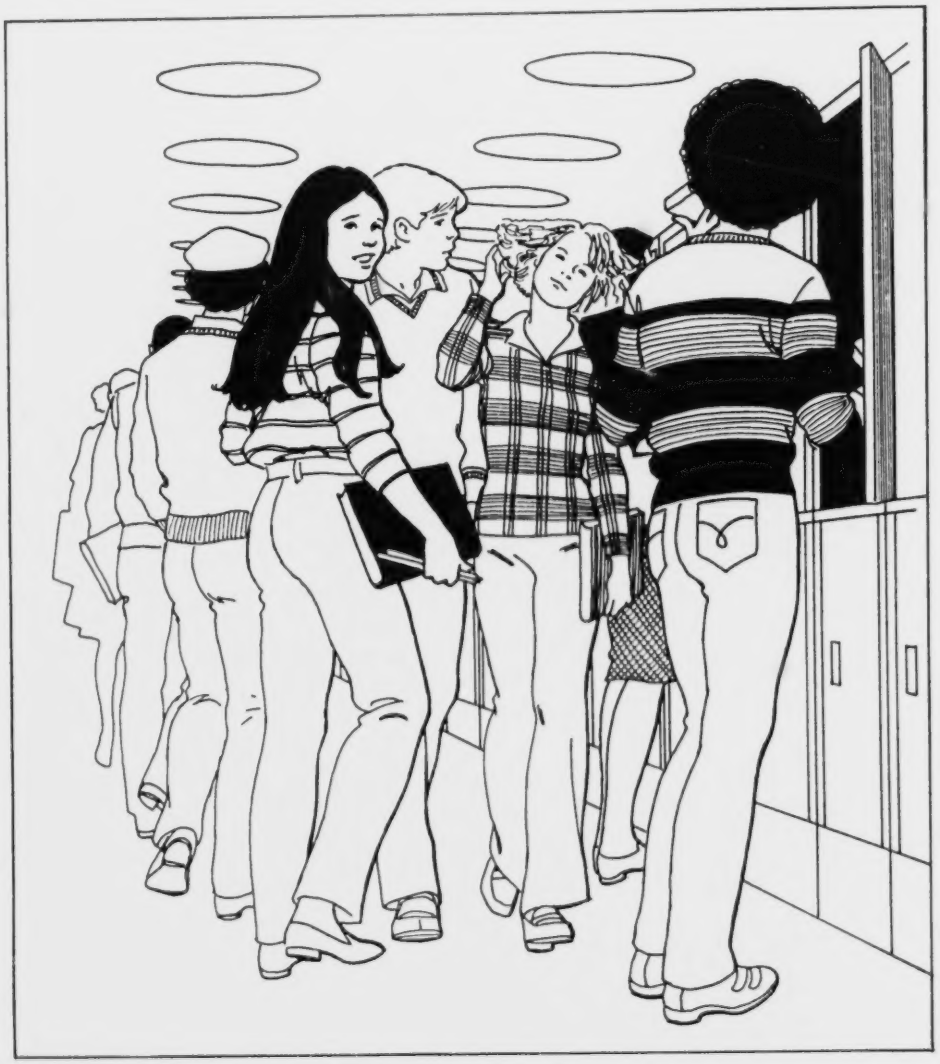
TEENS NEED



Recognition
Security
To Be Like Others
New Experiences

FAMILIES IN THE FUNNIES

Name of Cartoon: _____

Character	Family Roles	Work Roles	How are traditional sex-roles illustrated?	How are non-traditional sex-roles illustrated?
Male:				
Female:				

NEW PARENT INTERVIEW

Interview questions for new parents:

1) What surprised you the most?
2) In what ways were you well prepared and in what ways were you unprepared?
3) How has the baby affected your marital relationship?
4) Who has been the most help to you?
5) What do you wish you had done differently?
6) What things are you glad you did just the way you did them?
7) How do you divide responsibilities of caring for the child?
8) Who has had to change the most, you or your spouse? In what ways?
9) What advice do you have for other couples?

To analyze your own lifestyle:

1) If you had a baby, what would be the first change you would have to make at this time? Why?
2) What kinds of feelings do you have about the change at this time?
3) How would this change be different according to your marital status?
4) What do you find most rewarding in your life at this time?
5) Would what you find rewarding need to be changed if you were a parent?
6) Will the activities you are now engaged in always be as rewarding to you? Explain your feelings.
7) At what point in your life would parenthood have the most meaning to you? Why?
8) How would your parents and family feel if you elected to become a single parent?
9) How would you and your family respond if you elect not to be a parent?
10) What is the most important factor for you personally to consider before deciding on parenthood? Why?

Parent Concepts Interview

1) Mother–Age:_____ Married:_____ Single:_____ Remarried: _____
   Father– Age:_____ Married:_____ Single:_____ Remarried: _____

2) Number of children _____
   Ages and sexes of children _____

3) Does the family live together? _____

4) Do the parents work? Mother? _____
   Father? _____

5) Describe the family who lives at home: Is the parent a single parent? Are there a combination of families? How many children are there? Does a grandparent or other relative live with them?

_____

_____

6) How was the decision to have children made? _____

_____

_____

7) How did their lifestyle change after having children? _____

_____

_____

8) Have each parent describe his/her concept of parenthood.
   Mother _____

_____

   Father _____

_____

9) Have each parent give positive aspects of being a parent and negative aspects of being a parent.
   Mother–positive _____

_____

   Mother–negative _____

_____

   Father–positive _____

_____

   Father–negative _____

_____

PRENATAL CARE—SIGNS OF PREGNANCY

Absence of Menstruation

Fullness of Breasts

Nipple Secretion

Positive Pregnancy Test

Nausea and Vomiting

Changes in Appetite

Excessive Need of Sleep

Frequent Urination

Quickening

Abdominal Changes

Changes in Vagina and Cervix

Fetal Heart Beat

Trip With Baby

Imagine you have just won a trip to fly to New York to be interviewed about parenting by a famous television personality on his/her show. You are asked to bring your baby with you to be on the show. The television network will pick you up in their small private jet along with other guests. You received a letter indicating that the hotel did not provide any special furniture, etc., for infants, and you would have to bring everything you need for your baby. You will be on a busy schedule and will not have time to pick up any necessary supplies during the 24 hours you will be gone. In addition, passengers were warned that there would be a limit on the amount of luggage they would be allowed to carry on board the plane, but no mention was made of how much.

List all of the items you think you may need for your baby on the trip. In case your luggage weighs too much and you have to leave some items behind, rank the items in order of importance. Place a number 1 by the most important item, place a 2 by the next most important item, and so forth until all items are ranked. Be prepared to explain why you ranked the items the way you did.

Item	Rank

LETTER FROM SALLY

Dear Friends,

My mommy is typing this letter for me. I am just four, and I can't write yet. My big brother goes to school, and he told me that you talked about little girls like me in home economics class at school. Big people sometimes don't understand little boys and girls. I wish you could know what we think and what we are really like.

Most of you are around children like me. Maybe you have little brothers or sisters or neighbor children, or maybe you baby-sit. You probably sometimes think children are nuisances and awfully puzzling. Of course, there are also the times when everyone says we are so funny or cute. People who try real hard to understand us seem to like children better.

We are important even though we are little. We are going to grow up big like you someday, and the way you treat us is going to have a lot to do with the kind of people we grow up to be. We want you to be our friends and pay attention to us.

I like it so much when you older people remember our size and what it means to be little. I know that someone really cares about how I feel when they make sure my seat is the right height for the table or when they bend down to talk to me face to face.

Oh yes! I wanted to tell you some of the things that make me mad at adults. Nothing makes me madder than having someone read a story to me and go so fast I can't look at the pictures. And my sister is always trying to button my dresses up for me. I don't guess she realizes how big I am getting.

Something I never can understand is when adults ask me if I want to do something, like take a bath, and when I decide I don't want to, they get all mad and then make me do it anyway. Why did they ever ask me in the first place?

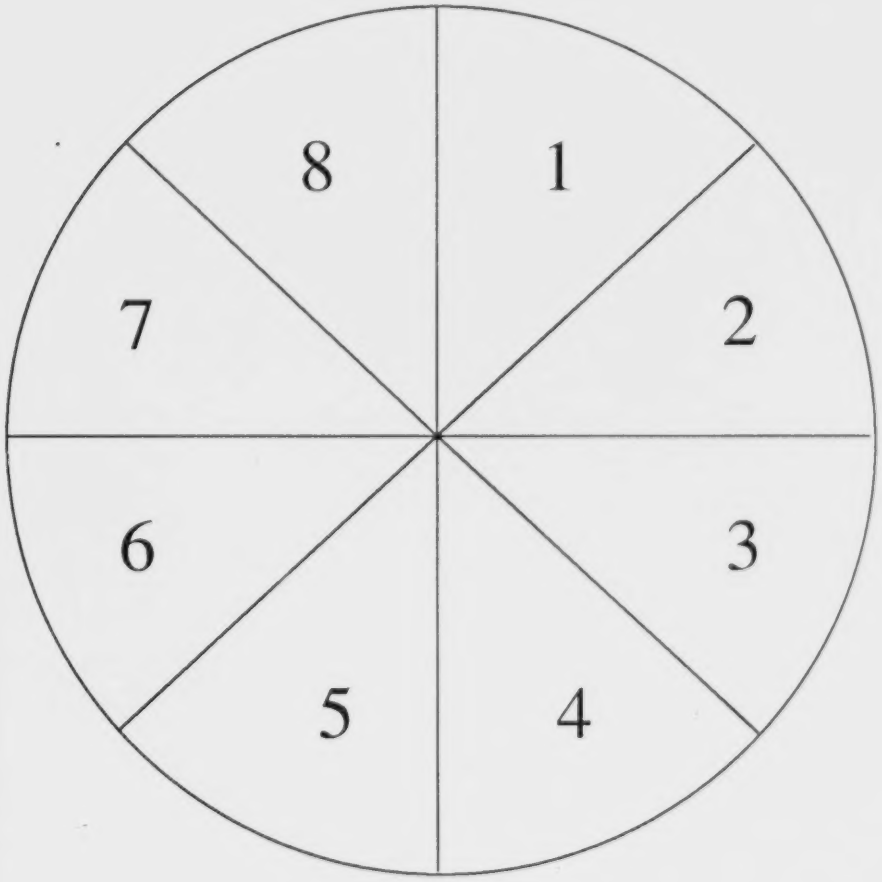
Thank you for the times when you really try to imagine how we little kids feel. If you try real hard, I'll bet you will grow up to be a real good mommy or daddy like the ones I have.

Love,
Sally

Spinning for Terms Game

PURPOSE OF THE GAME: Review terms.

DIRECTIONS: Write a term in each numbered section of the wheel. Divide students into groups and have groups take turns spinning. Have participants explain the term where the arrow lands. Discuss correct answers as a class.



HELPING CHILDREN DEVELOP

DIRECTIONS: In the first column, list examples of development for each age group. In the next two columns list parents' roles and responsibilities related to each example of development.

AGE GROUP	PARENTS' ROLES	PARENTS' RESPONSIBILITIES
Infants		
Toddlers		
Preschoolers		
Schoolagers		
Adolescents		

WATCHING TODDLERS PLAY

DIRECTIONS: Quietly watch toddlers at play. Write down each child's name, age in months, and a running description of play. Be sure to include what the children did, said, and how they interacted with others. Did they play alone? look at other children playing? play alongside but not with another child? play to some extent with another child?

Name of Child _____

Age in Months _____

What the child did and said:

The ThreeYear Old

Characteristics	Needs
Slow pace	Comfortable routines Patient adults Lots of time
Self–centered	Individual attention and activities Not expecting too much
Learning motor coordination	Close supervision Materials and equipment which fits A little help

The FourYear Old

Characteristics	Needs
"Doer" and "Goer"	Choices Lots of room Lots of time Stimulation for new ideas
Enjoys peers	Opportunity for cooperative play Dramatic play
Vocal	Stories and word games Conversations Music

The FiveYear Old

Characteristics	Needs
Participant	Social situations Group activities
Longer interest and elaborate play	Opportunity to extend activities Props
Fond of stories and rhythms	Books Poems Rhythmic music
Creative	Painting Humor Raw materials Encouraging adults

What's True With You About Children?

DIRECTIONS: Find a classmate who can answer "yes" to one of the statements below. Ask for his or her signature in the blank below the statement. Continue until a signature has been secured for each blank.

1. I have read a book to a child.

_____

2. I have been paid to baby-sit.

_____

3. I help take care of younger brothers and/or sisters.

_____

4. I have worked in a church nursery or child care center.

_____

5. I want to have a large family of children of my own someday.

_____

6. I am a parent.

_____

7. I like to play with children.

_____

8. I have made a plaything for a child.

_____

9. I would like to work with children in my future career.

_____

10. I have changed diapers.

_____

GETTING TO KNOW YOU

DIRECTIONS: How well do you know your parents? Answer the following questions. If you are not sure about the answers, ask your parents.

1. Where did your parents meet?

2. What is your father's favorite color?

3. What is your mother's favorite food?

4. Did your father have a job while in high school?

5. Did your mother ever baby-sit while she was growing up?

6. How did your father decide on the kind of work he does?

7. Did your mother have a nickname when she was growing up? If so, what was it?

8. What did your father worry about when he was a teenager?

9. If your mother were going on a vacation, where would she go?

10. Do either of your parents think you are a lot like they were when they were your age?

11. If it has been necessary for you to discuss any of the previous questions with your parents, what else did you learn about your parents that you did not know?

HOW ARE THESE LIKE A PARENT?

Animal Trainer

Clown

Coach

Corporate Executive

Counselor

Drill Sergeant

Fire Fighter

Garbage Collector

Judge

Life Guard

Magician

Nurse/Doctor

Police Officer

Prison Guard

Quarterback

Santa Claus

Teacher

Parental Styles of Discipline

DIRECTIONS: Complete the chart below by predicting how parents using different styles of discipline would respond to the incidents listed.

INCIDENT	STYLE OF DISCIPLINE		
	DEMOCRATIC	PERMISSIVE	AUTHORITARIAN
1. Two-year-old John will not put away toys.			
2. Three-year-old Debbie will not share toys with a friend.			
3. Four-year-old Sarah will not go to bed because of fear of the dark.			
4. Four-year-old Chris hits another child and makes him cry.			
5. Two-year-old Jimmy bites another child.			

Direct and Indirect Methods of Guidance

Direct Methods Of Guidance

- Talk to the child at eye level and use simple, positive directions.
- Prevent the child from hurting self or others.
- Assist the child in dealing with conflicts with others.
- Give the child a choice whenever possible.
- Demonstrate or model the desired behavior.
- Touch, guide, or lead the child by the hand for further direction.
- Praise the child with positive feedback.

Indirect Methods Of Guidance

- Provide an environment with appropriate activities to promote interest, cooperation, and participation.
- Encourage independence by arranging accessible activities and equipment.
- Arrange space for cues regarding appropriate behavior.
- Schedule activities according to the needs of the children.
- Provide appropriate adult/child ratio.
- Consider age, sex, and number of children to form balanced groups.

What Would You Do If?

Your three-year-old daughter brought home a picture from nursery school, and you cannot tell what it is.

Your three-year-old son is starting to child care for the first time and doesn't want to go.

Your four-year-old son is pulling the cat's tail.

Your son came home from first grade using swear words.

Your three-year-old son has been toilet trained for a year and has suddenly started wetting his clothes again.

Your two-year-old throws a temper tantrum in the grocery store when you won't buy him candy.

Your first-grade son refuses to learn how to tie his shoe laces.

Your eighteen-month-old daughter cries off and on during the day.

Your two-year-old gets out of bed and wakes you up every night.

Your seven-year-old son took a toy from a store without paying for it.

Your nine-year-old daughter has been getting into fights with a neighbor boy.

Your six-year-old says negative things about herself daily.

Your family dog died, and your six-year-old is very upset.

Your eight-year-old daughter has been hiding her school papers.

Your five-year-old son frequently comes home from kindergarten angry.

The Family Is Not Dying—It Is Changing

Traditional: Father-Worker
Mother-Homemaker
Children-2

Single Parent

Foster

Second Marriage Blended Family

Commune

Dual Worker/Dual Career

Sandwich

Couple (Childless)

DINK

Grandparents and Grandchildren

Boomerang

Transreligious

Transracial

Same Sex (Unrelated)

Siblings

Joint Occupancy

Singles

Aunts/Uncles and Nieces/Nephews

Live-Ins

Adoptive Family

Extended

The Family Is Not Dying—It Is Changing

Explanation of Terms

Traditional–A man and woman who live together and are legally married

Blended–A married couple with children from former marriages

Dual Worker/Dual Career–The husband and wife both work or have careers outside the home

Couple–A married man and woman who live alone

Grandparents and Grandchildren–Grandparents with or without legal custody who provide a home for and rear their grandchildren

Transreligious–Members of a family who represent more than one religion

Same Sex (Unrelated)–Two or more unmarried people of the same sex living together as a family

Joint Occupancy–Singles and/or couples sharing a home, such as single parents.

Aunts/Uncles and Nieces/Nephews–Relatives who share a household

Adoptive Family–Parents and their legally adopted child; may include biological children as well

Single Parent–A divorced, widowed, or never married woman or man living with his/her children

Foster–A family with temporary custody of a displaced child

Commune–Couples, singles, and children sharing a home and household responsibilities

Sandwich–Families in which adults care for children and older parents

DINK–Acronym for Double Income No Kids; a dual worker/dual career couple

Boomerang–A slang expression for families in which adult children come home to live after being on their own for a period of time

Transracial–Members of a family who represent more than one race

Siblings–Adult brothers and/or sisters who share a household and live as a family

Singles–An unmarried person living alone and maintaining a home

Live-Ins–Nonrelated persons living with a single, couple, or family such as a nanny or a boarder

Extended–Parents and children and closely-related kin living together

Student Opinions of Family Structures

DIRECTIONS: Place a check mark in the agree or disagree column beside each item on the following checklist to indicate your opinions about parents in various family structures. Choose one statement with which you strongly agree and one with which you strongly disagree and explain your reasoning. Discuss the statement in class.

AGREE	DISAGREE		
_____	_____	1.	Married, natural parents are able to fulfill the needs of children better than parents in other family structures.
_____	_____	2.	A single parent can rear a child just as successfully as married parents.
_____	_____	3.	A blended family will always be pulled in many different directions.
_____	_____	4.	If the members of the family work together, they can have a happy family.
_____	_____	5.	Married, natural parents have more legal and social support.
_____	_____	6.	Adoptive parents can love their children as much as natural parents.
_____	_____	7.	Children in a single parent family can feel just as much love and security as children living with two parents.
_____	_____	8.	Foster parents who provide love and care for children may find it hard to give up the children when the natural parents want them back.
_____	_____	9.	Grandparents play an active role in the lives of their grandchildren.
_____	_____	10.	A family headed by a well-adjusted single parent may be happier than a family headed by two parents who argue constantly.
_____	_____	11.	Children can grow up to be happy and healthy in any family structure.

The statement I most strongly agree with is #_____ because _____

_____

_____

The statement I most strongly disagree with is #_____ because _____

_____

_____

Household Responsibilities

DIRECTIONS: Circle the number which indicates the person who usually does the task. If equally shared, place multiple circles. 1–Wife/Mom, 2–Husband/Dad, 3–Children, 4–Other, 5–Inapplicable

Kitchen Management

1. Plans meals 1 2 3 4 5
2. Prepares meals 1 2 3 4 5
3. Lists groceries 1 2 3 4 5
4. Shops for food 1 2 3 4 5
5. Cleans and stores items 1 2 3 4 5
6. Cleans kitchen floors 1 2 3 4 5
7. Cleans range 1 2 3 4 5
8. Cleans refrigerator 1 2 3 4 5
9. Cleans other appliances 1 2 3 4 5
10. Cleans inside cabinets 1 2 3 4 5
11. Cleans cabinet exteriors 1 2 3 4 5
12. Loads dishwasher 1 2 3 4 5
13. Unloads dishwasher 1 2 3 4 5
14. Handwashes dishes 1 2 3 4 5
15. General cleaning 1 2 3 4 5

Clothing Management

1. Constructs clothing 1 2 3 4 5
2. Repairs garments 1 2 3 4 5
3. Cleans shoes 1 2 3 4 5
4. Cleans closets, drawers 1 2 3 4 5
5. Shops for clothing 1 2 3 4 5
6. Washes clothes 1 2 3 4 5
7. Drys clothes 1 2 3 4 5
8. Puts items away 1 2 3 4 5
9. Manages dry cleaning 1 2 3 4 5
10. Irons 1 2 3 4 5
11. Discards, gives away 1 2 3 4 5
12. Cleans washer 1 2 3 4 5
13. Cleans dryer 1 2 3 4 5
14. Coordinates wardrobes 1 2 3 4 5

Transportation

1. Washes autos 1 2 3 4 5
2. Vacuums vehicles 1 2 3 4 5
3. Purchases gas, oil 1 2 3 4 5
4. Services autos 1 2 3 4 5
5. Manages repairs 1 2 3 4 5

Residential Management and Maintenance

1. Makes beds 1 2 3 4 5
2. Changes linens 1 2 3 4 5
3. Cleans mirrors 1 2 3 4 5
4. Cleans light fixtures 1 2 3 4 5
5. Cleans bathtub 1 2 3 4 5
6. Cleans shower 1 2 3 4 5
7. Cleans commodes 1 2 3 4 5
8. Fireplace care 1 2 3 4 5
9. Repaints 1 2 3 4 5
10. Floor care 1 2 3 4 5
11. Carpet care 1 2 3 4 5
12. Remodels 1 2 3 4 5
13. Decorates 1 2 3 4 5
14. Interior repairs 1 2 3 4 5
15. Exterior repairs 1 2 3 4 5
16. Cleans inside windows 1 2 3 4 5
17. Cleans outside windows 1 2 3 4 5
18. Cleans garage 1 2 3 4 5
19. Sweeps driveway 1 2 3 4 5
20. Sweeps walkways 1 2 3 4 5
21. Sweeps porches/patio 1 2 3 4 5
22. Plant care 1 2 3 4 5
23. Yard care 1 2 3 4 5
24. Dusts 1 2 3 4 5

Family Records and Finances

1. Plans budget 1 2 3 4 5
2. Pays bills 1 2 3 4 5
3. Banks 1 2 3 4 5
4. Invests 1 2 3 4 5
5. Files 1 2 3 4 5
6. Keeps records 1 2 3 4 5
7. Does income tax 1 2 3 4 5
8. General management 1 2 3 4 5

Household Responsibilities (continued)

Parental Responsibilities

1. Attends school meetings..... 1 2 3 4 5
2. Transports children..... 1 2 3 4 5
3. Guides, disciplines..... 1 2 3 4 5
4. Assists with homework..... 1 2 3 4 5
5. Assists bath, shampoo..... 1 2 3 4 5
6. Attends activities..... 1 2 3 4 5
7. Arranges child care..... 1 2 3 4 5
8. Gets child to bed..... 1 2 3 4 5
9. Wakes child..... 1 2 3 4 5
10. Helps with clothing..... 1 2 3 4 5
11. General cleaning..... 1 2 3 4 5

Social Life and Leisure

1. Buys gifts..... 1 2 3 4 5
2. Writes letters..... 1 2 3 4 5
3. Telephones..... 1 2 3 4 5
4. Plans vacations..... 1 2 3 4 5
5. Plans holidays..... 1 2 3 4 5
6. Plans weekends..... 1 2 3 4 5
7. Plans leisure..... 1 2 3 4 5
8. Participates in leisure..... 1 2 3 4 5
9. General entertaining..... 1 2 3 4 5
10. Leisure equipment care..... 1 2 3 4 5

Family Health

1. Arranges check-ups..... 1 2 3 4 5
2. Transports for appointments..... 1 2 3 4 5
3. Manages family fitness..... 1 2 3 4 5
4. Manages the ill..... 1 2 3 4 5
5. Shops for health items..... 1 2 3 4 5
6. Cares for the aged..... 1 2 3 4 5

Philosophy

1. Community involvement..... 1 2 3 4 5
2. Hospital visits..... 1 2 3 4 5
3. Assists needy..... 1 2 3 4 5
4. Religious leader..... 1 2 3 4 5

Pet and Animal Care

1. Feeds animal..... 1 2 3 4 5
2. Cleans animal..... 1 2 3 4 5
3. Cleans containers..... 1 2 3 4 5
4. Arranges health care..... 1 2 3 4 5
5. Transports..... 1 2 3 4 5
6. Exercises/trains..... 1 2 3 4 5

Total the number of tasks circled for each family member to see how household responsibilities are divided.

Total tasks completed by Wife/Mom _____

Total tasks completed by Husband/Dad _____

Total tasks completed by Children _____

Total tasks completed by Other _____

Total tasks considered Inapplicable _____

Source: Lawhon, T., and A. Jacobson. 1982. How do You Help in the Family? *The North Texan.* Fall: 11.

Family Meeting Simulation

1. Divide into a family group.

2. Choose family roles such as father, mother, son, etc.

3. Elect a family meeting chairperson and secretary.

4. As a family, make out an agenda for a 30-minute meeting. Include one family problem to be solved which involves parent employment.

5. During the meeting, follow these rules:
   a. Make sure everyone in the family is listened to and has a chance to talk.
   b. Avoid expressing disapproval when other family members express ideas or feelings.
   c. Make decisions by consensus.
   d. Reserve decisions related to such areas as basic health and welfare and parents' career decisions to parents, but ask for children's thoughts and feelings.

6. In resolving parent/child conflicts and problems, follow these basic steps:
   a. The person with the complaint describes the problem.
   b. Family members ask clarifying questions about the complaint, reflect back what they think the speaker is saying, and express their own feelings and ideas.
   c. Brainstorm for possible solutions to the problem. Have the secretary write down all the ideas.
   d. Discuss possible solutions until the family agrees on one solution.
   e. Decide how to put the solution into effect.

Case Study on Relocation

Mr. Roberts was a line supervisor in a factory in a medium-size town. Mrs. Roberts has a teaching certificate but has never been employed. They have three children ages four, ten, and sixteen. The factory suddenly closed leaving Mr. Roberts and hundreds of others unemployed and few available jobs in the town.

Roles and Responsibilities of Single Parents

Division of Roles–Dual Parents	Role of Single Parents
Mother's Role (Example: Child care provider)	Single Parent's Role (Example: Complete control of discipline)
Father's Role (Example: Disciplinarian)	Redistributed Roles (taken over by someone else) (Example: Substitute child care provider)

Myths and Truths about Blended Families

Myths	Truths
A blended family functions like a nuclear family.	It has physical and psychologically open boundaries and poorly defined roles.
A blended family is a deviant or pathological family.	Problems are a matter of adjustment.
A stepparent quickly adjusts to and loves stepchildren equally as his or her own.	There are limitations in relationships between stepparents and stepchildren.
Stepparenting is easier if the former spouse has died.	The stepparent may be compared with an idealized deceased parent.
If the child does not live in the home with the stepparent, adjustments and relationships are easier.	Children living with a stepparent make a more successful adjustment to the stepparent than if they visit.

Case Study on Blended Families

Consider the following case study of a blended family. The family consists of Sue, 35; her 11-year-old daughter Allison, from a previous marriage that ended in divorce three years ago; John, 33; and his two sons, 12-year-old Paul and nine-year-old Greg. Sue is a regional manager and travels a great deal during the week. Allison stayed with her grandparents when her mother was out of town before the marriage. John is a junior high teacher and has been widowed for five years.

Stepfamily Perceptions

The following statements are possible areas of conflict or friction in a stepfamily. Place a check under the degree which best describes the problem. Circle the statement you consider to be the greatest conflict and place an X by the least important statement .

	Great deal	Somewhat	A little	Not at all
Amount and regularity of financial support from natural parent				
Sharing living space with stepparent and/or stepsiblings				
Accepting a new parent				
Spending incoming child support payments				
Relationships with other important adults in child's life (natural parent, grandparents, etc.)				
Possessive loyalty between children and new mate				
Comparison of stepparent to natural parent				
Challenges to stepparent's authority				
Protection of child from "outside" by natural parent				
Using step relationship by child to get own way				
Rivalry between "your children" and "my children"				
Pressure for success of new marriage				
Differing interests, likes, and dislikes among family members				
Payments made by new spouse to former spouse				

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Sibling Characteristics

Below are a list of characteristics associated with the ordinal positions of siblings. Beside each phrase indicate whether the characteristic is associated with the oldest, middle, or youngest child in a family.

Ordinal Position

_____ 1. Most self-confident

_____ 2. May seek a marriage partner who is capable of taking charge

_____ 3. Receives a lot of attention

_____ 4. Receives a lot of bossing

_____ 5. May be more pampered and less independent

_____ 6. Often acts as a peacemaker within the family

_____ 7. Assumes the father/mother role

_____ 8. Tends to be a good all around student

_____ 9. Tends to fade into the background

_____ 10. Most likely to go to college

_____ 11. May put forth extra effort to excel in a special skill

_____ 12. Usually given more responsibility

KEY:

1. oldest 2. youngest 3. youngest 4. youngest 5. youngest 6. middle 7. oldest 8. middle 9. middle 10. youngest 11. middle 12. oldest

Types of Alternative Child Care

Child care in the child's home

Child care in the caregiver's home

Government-sponsored child care

Church-linked child care

Employer-sponsored child care

University-linked child care

Cooperative child care

Privately owned child care centers

Nationally franchised child care centers

Drop-in child care centers

After-school child care

Play groups

Community Resources for Parents Checklist

DIRECTIONS: List five community agencies that provide services for parents. Place a check in the column of each service provided.

Agencies	Services				
	Physical Health/ Nutrition	Education	Counseling/ Mental Health	Financial	Legal

Parents Who Abuse Their Children

Studies show these parents usually:

- Have unrealistic expectations of child's abilities
- Were abused themselves
- Were emotionally deprived during childhood
- Have a low self-esteem
- Think child should fulfill their needs
- Are very sensitive to rejection
- Have an unhappy marriage
- Have money problems
- Are isolated from others; have no one to help in stressful times
- Are immature and insecure

Source: Papalia, D., and, S. Olds. *A Child's World* (New York: 1975) pp. 266-270 (22).

FORMS OF CHILD ABUSE

Physical Abuse
Sexual Abuse
Physical Neglect
Medical Neglect
Emotional Abuse
Emotional Neglect
Educational Neglect

Children and Stress Work Sheet

Student's Name _____

1. What is the family situation?

2. What are some of the ways the situation may affect a child?

3. What are some possible explanations you could give a child about the situation?

4. What would be the best explanations for the following ages? Explain your answers.

   4-year-old

   8-year-old

   12-year-old

   16-year-old

5. What is an example of positive guidance that could be used in this situation for each of the following ages?

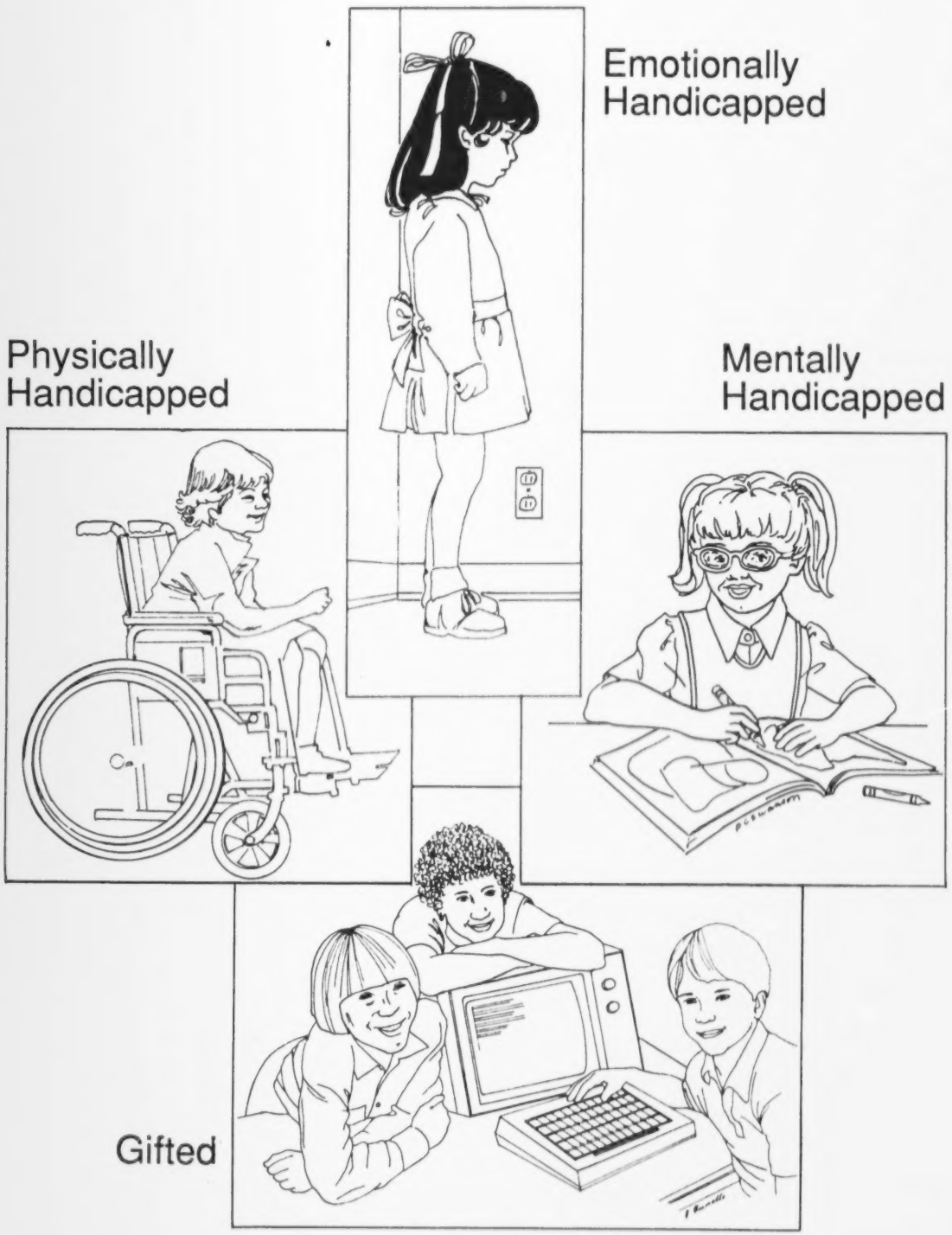
   4-year-old

   8-year-old

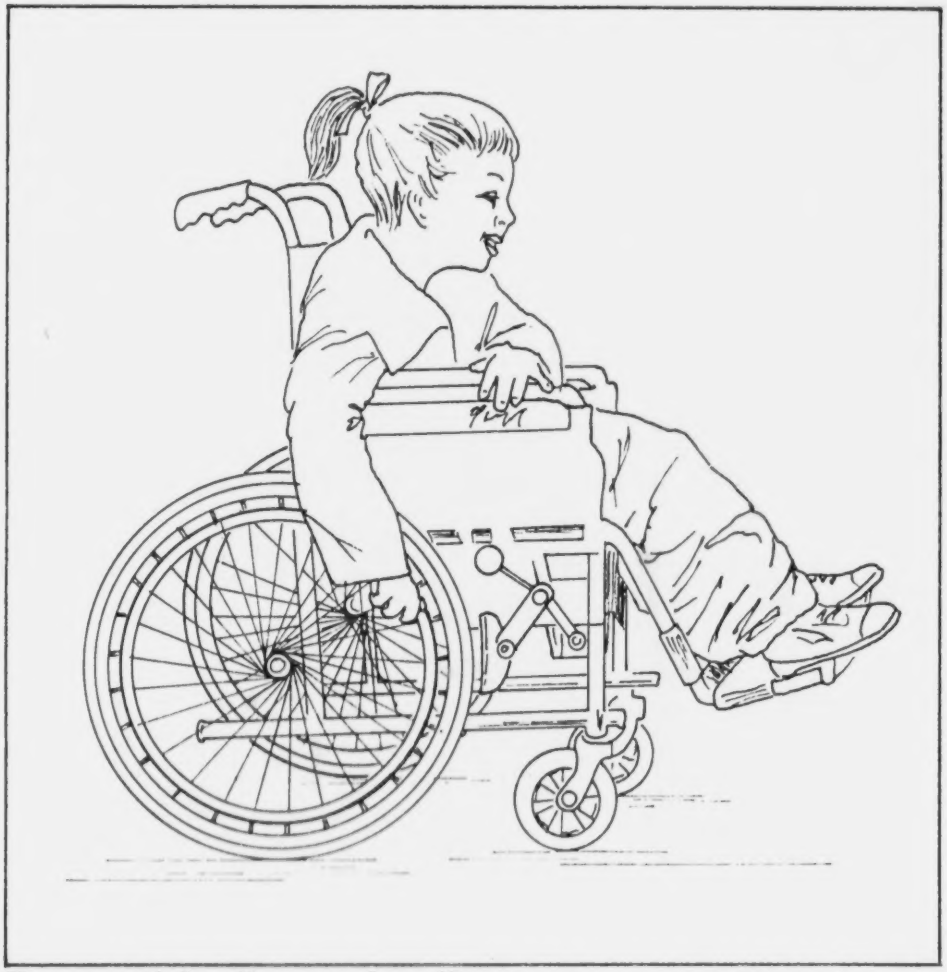
   12-year-old

   16-year-old

TYPES OF EXCEPTIONAL CHILDREN



FAMILY CRISES:
CHILD WITH MENTAL RETARDATION



Parental feelings of guilt, anger, resentment
Social isolation
Role strain of parents
Economic problems
Excessively high aspirations for other children
Increased marital conflict
Sibling rivalry
Problems of care:
- Prolonged dependency of child
- Special treatment and training

Family Crises: Mental Illness

- Denial of Illness
- Avoids treatment until crisis
- Ill member may have to be institutionalized
- Fear that ill member will never recover
- Loss of family equilibrium
- Economic problems
- Need to identify and utilize community resources
- All family members are affected by the system of mental illness

Parenting Special–Needs Children

Kinds of Special Needs	Problems Faced by Children	Problems Faced by Parents

Is This Building Handicapped Equipped?

Names of group members: _____

DIRECTIONS: Answer by checking Yes or No to the following questions.

	Yes	No
1. How accessible are the following to handicapped persons?		
(a) Are ramps provided for all doors?		
(b) Are elevators available?		
(c) Are elevator controls marked suitably for the blind?		
(d) Is there handicapped parking available?		
(e) Is the parking accessible to the entrances for handicapped persons?		
2. Are the restrooms adapted to meet the needs of the handicapped person?		
(a) Are there handrails in the restrooms?		
(b) Is there enough space for a wheelchair?		
(c) Are the sinks and mirrors low enough for use by handicapped persons?		
3. Are there telephones available for the handicapped?		
4. Are the telephones accessible to those persons in wheelchairs?		
5. Can all parts of the building be reached in a wheelchair?		
(a) Are the doorways and ramps wide enough?		
(b) Are the doors too difficult to open from a wheelchair?		
(c) Are there any obstructions in the doorways?		
(d) Are the ramps/hallways safe for wheelchair travel?		
6. Would you consider this building safe for handicapped persons?		

7. What improvements could be made to make this building more accessible to handicapped persons?

_____

_____

_____

Parenting and Child Development Occupations

Child Welfare Professional
Child Psychologist
Youth Programs Director
Preschool Director
Preschool Teacher
Elementary School Teacher
Child Mental Health Specialist
Camp Director
Child Care Center Director
Childlife Therapist
Guidance Counselor
Recreational Specialist

Parenting and Child Development-Related Organizations

National Council on Family Relations
1219 University Avenue, S.E.
Minneapolis, Minnesota 55414

American Association of Marriage and Family Therapists
1717 K Street N.W.
Washington, D.C. 20006

Family Service Association of America
44 E. 23rd Street
New York, New York 10010

National Alliance for Family Life
325 Gericho Turnpike, Suite 4
Floral Park, New York 11001

United Families of America
P.O. Box 6098
Arlington, Virginia 22206

Parents Without Partners
7910 Woodmont Avenue, Suite 1000
Washington, D.C. 20014

Step Family Association of America
900 Welsh Road, Suite 400
Palo Alto, California 94304

National Association for Divorced Women
200 Park Avenue Panama Building
New York, New York 10017

Association of Planned Parenthood Professionals
810 Seventh Avenue
New York, New York 10019

Big Brothers of America
220 Surburban Station Building
Philadelphia, Pennsylvania 19103

Big Sisters, Inc.
135 E. 22nd Street
New York, New York 10010

Voting on Work and Family Values

TEACHER: Read aloud the following questions and/or ones added by you or your students. After each question is read, ask students to take a position by a show of hands. Students voting affirmatively raise their hands. Those voting negatively point their thumbs down. Those undecided fold their arms. Students may pass by taking no action. Delay discussion until after the voting.

1. How many of you think that women should stay at home and be primarily mothers/homemakers?
2. How many of you have a clear idea of your own values?
3. How many of you think you would be only too happy to retire when the time comes?
4. How many of you like to do things with your family?
5. How many of you think there should be a law guaranteeing a minimum income?
6. How many of you think the government should provide social security benefits for homemakers who have worked in the home rather than in paid employment?
7. How many of you think you are a well-organized person?
8. How many of you think that merit pay is a good thing?
9. How many of you think that most students have a clear idea of their values in life?
10. How many of you think married couples should delay parenting until they are well established in their careers?
11. How many of you would change to a job you didn't like if it offered $10,000 more a year than your current job?
12. How many of you think the government should help support child care centers for working parents?
13. How many of you think problems at work should be "left at work?"
14. How many of you think problems at home should be "left at home?"
15. How many of you think sick leave at work should include leave for caring for sick family members?

Work and Family Pie Graph

Teacher: Have students draw a large circle on a piece of paper.

Ask students to imagine their life in 10 years. Ask the following questions: What might you do for employment? for recreation? In planning your time what do you think you will value the most?

Instruct students to divide the circle into four quarters, using dotted lines, with each quarter representing six hours. Students should estimate how many hours a day, on a typical weekday/workday, they think they will spend doing the following activities :

Sleeping
Going to school
Working
Being with friends
Being alone
Relaxing
Enjoying recreation activities
Doing chores around the house
Being with family (including meals)
Participating in other pastimes

Use solid lines to divide the pie proportionally for each activity. Label each section according to the activity and amount of time spent.

Ask for volunteers to tell the class about their graph.

Instruct students to write papers summarizing how their values are reflected in the way they divided their days.

Cost of Living

Before accepting a job, it is essential to compare each locale's cost of living. What would be a generous starting salary in the Midwest may cover only the rent of a small apartment in a large East or West Coast metropolis. According to the following table, if you received job offers in Kansas City and New York City, you would not have to earn much in Kansas City to maintain a New York style of living. Use the following equation and table to compare the salaries of different locals.

Equation:

$$\text{City \#1} \quad \frac{\text{Index \#}}{\text{Index \#}} \quad \text{City \#2} \quad \times \quad \text{Starting Salary} \quad = \quad \text{Equivalent Salary}$$

Example:

$$\text{New York} \quad \frac{145.8}{97.1} \quad \text{Kansas City} \quad \times \quad \$24{,}000 \quad = \quad \$36{,}037$$

$$\text{Kansas City} \quad \frac{97.1}{145.8} \quad \text{New York} \quad \times \quad \$24{,}000 \quad = \quad \$15{,}984$$

Inter-City Cost of Living Index

Los Angeles	115.4
Denver	102.3
Washington, D.C.	133.2
Atlanta	110.8
New Orleans	97.5
Kansas City	97.1
Albuquerque	102.1
New York City	145.8
Oklahoma City	93.8
Dallas	104.4

Source: The college edition of the *National Business Employment Weekly*, "Managing Your Career". Spring 1988. Dow Jones and Company, Inc.